



# Hoole St. Michael's Church of England Primary School

## PSHE and RSE Policy

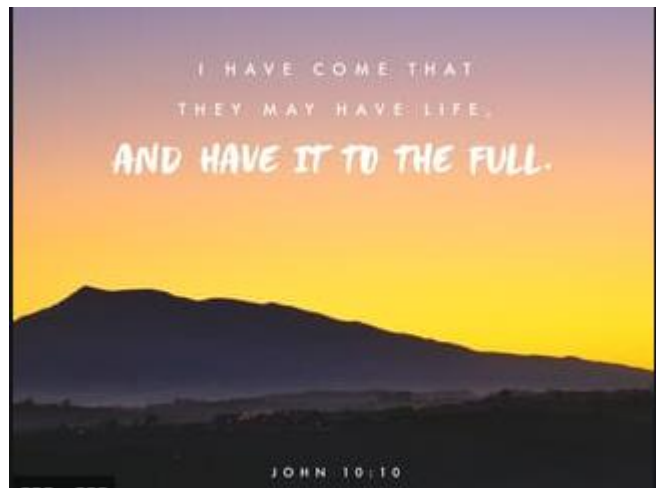
Member of staff responsible: S Cookson and R Lever

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### Personal, Social and Health Education (PSHE) at Hoole St Michael



At Hoole St Michael we prepare our children to live life to the full through a bespoke and enriching PSHE curriculum that encompasses our Christian Values, RE teaching and British Values.

### How do we teach PSHE, SMSC, RSE and Emotional Wellbeing?



## **Overall Intent of our School:**

*Achieving excellence within the light of God.*

We encourage our children be **bold and courageous** in their learning, willing to **take risks** within a **supportive, caring Christian ethos**. Our **Christian Values** underpin everything we do at Hoole St Michael. Hoole St Michael children develop **confidence, resilience and a thirst for knowledge** to **prepare them for the future**. As a small Christian family, children **build strong relationships**, learn to **work together** and **support each other** through life's celebrations and challenges. **Growth Mindset and Sumo principles** teach our children to approach all areas of learning positively. Our children are **active learners** who thrive when learning outdoors; we provide outdoor learning and Forest School sessions on a weekly basis. Although we are a village school we reach out to develop **meaningful partnerships** within the **local community and wider world**. We provide **enrichment activities** regularly for our children to **broaden their experiences and love of learning**.

## **Introduction:**

The Government's review of Personal, Social, Health and Economic education (PSHE) advised that the subject will become statutory from September 2020. The statutory guidance (July 2019) states:

*To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.*

The national curriculum also states that, *'High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.'*

## **Aims:**

**John 10:10 'I am come that they might have life, and that they might have it more abundantly.'**

**This quote from John underpins the aims for our children – for them to live life to the full.**

The overarching aim for PSHE education is to provide pupils with:

- Accurate and relevant knowledge.
- 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 and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Our PSHE education, including statutory Relationships and Health education and non-statutory sex education as recommended by the DfE, provides a framework through which key skills, attributes and

knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, make sense of media messages, challenge extreme views and have the skills and attributes to negotiate and assert themselves now and in the future. At Hoole St Michael, we aim to create a safe and supportive environment where children become active, successful and confident learners. PSHE plays a central role, alongside our Christian Values in building this vision for our school. As teachers, we recognise the importance of partnerships and reaching out to build strong relationships with others in our community to support our children. With this in mind, we have drawn together this policy in consultation with the views of parents, governors, the church and our children. This has allowed us to create a bespoke and enriching curriculum for our school that reflects the complex and ever-changing world our children will grow up in. It also aims to give our children the coping strategies they need to cope with an increasing range of influences. Building on and complementing the learning that has already started at home, our PSHE curriculum is designed that our children may live their lives to the full, armed with knowledge to guide and support them in making and sustaining successful relationships and keeping healthy.

PSHE education also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and to their emotional wellbeing. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Children grow their understanding of themselves, learning how to empathise and work with others. This will help pupils to form and maintain good relationships, develop the essential skills for future employability, enabling them to enjoy and manage their lives.

### **Programme of Study:**

We use the SCARF Coram Education curriculum to support teaching and learning in PSHE lessons and provide a comprehensive scheme of work to support health and wellbeing. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis. Where appropriate, Pupil Voice groups in school will be consulted to help inform future planning and to support the children in their learning.

## The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities. Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.

## KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

**From September 2021**, the school will have a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

### **How it is taught:**

PSHE lessons are taught by the class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. PSHE is also taught through the enrichment opportunities that school offers. We invite health care professionals, PE specialists and other members of our community such as Police and the Fire Service into school to support and enrich learning. Key elements of the curriculum are also taught through daily Christian worship, our Christian Values, our Pupil Voice Groups, charity work, SUMO and Growth Mindset principles.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of the year and this is revisited regularly through the year as appropriate. A reminder of the rules is especially highlighted before our RSE sessions. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy. Partnerships with parents are clear for the children and when it is deemed appropriate, questions and answers given by school will be shared with parents discretely.

### **Statutory Changes from 2020:**

#### **Relationships Education:**

Relationships Education teaches the fundamental building blocks of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. This area of the curriculum is regularly enriched and personalised with our Christian Values, daily worships and SUMO.

This includes taking turns, treating people with kindness and respect, the importance of honesty, truthfulness, permission seeking and giving, and the concept of personal privacy.

The Statutory guidance categorises these areas as

- Families and the people who care for me
- Caring Friendships
- Respectful relationships
- On-line relationships
- Being safe

### **Health Education:**

This refers to both physical health and mental wellbeing. This teaches children about the characteristics of good physical and mental health to enable them to make good decisions about their own health and well-being and see how these 2 areas are interlinked.

Health education promotes the development of strategies for self-regulation, confidence building, perseverance and resilience within a climate of openness. Within this area Puberty including menstruation will be covered to ensure children are prepared for the changes that they and their peers will experience.

The statutory guidance categorises these areas as

- Mental wellbeing
- Internet safety and harm
- Physical health and fitness
- healthy eating
- Drug, Alcohol and Tobacco
- Health and prevention
- Basic first aid
- Changing Adolescent body

### **RSE and Sex Education:**

At Hoole St Michael we have had a comprehensive PSHE curriculum for many years. The Government have now stated that from September 2020 RSE (Relationships Education) and Health Education will be compulsory in all Primary schools. Parents will still have the opportunity to withdraw their child from any additional Sex Education lessons taught in PSHE if they wish to do so. At Hoole St Michael Primary School our definition of sex education is given below and how it will be being delivered.

The Scheme of Work is based Coram Life Education SCARF programme which takes account of the Statutory guidance for SRE and PSHE as directed by the PSHE Association. The Scheme of Work is progressive and the content is intended to be age sensitive with the emphasis upon developing levels of knowledge, skills and attitudes appropriate to the age group. Specific cross-curricular links are made with other subjects, with particular reference to the Science curriculum and PSHE framework. During SRE lessons correct scientific terminology for body parts will be used. The SRE programme is intended to be teacher-led with class teachers having responsibility for delivering the SRE curriculum. Additional opportunities to develop relationships skills, knowledge and attitudes will be provided during the academic year through: cross-curricular links, circle time, external visitors such as the school nurse, themed weeks in school, classroom displays and whole school workshops.

### **The Growing and Changing Curriculum:**

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including

reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. All the subject content taught during our RSE lessons will be done so using the diocesan guidelines alongside SCARF, keeping the link between successful relations and Christian Values at the heart.

We invite the Life Bus Team to support our delivery of RSE. Our content coverage in this area has been agreed by parental consultation (October 2020). It was agreed that our SRE coverage will include the following workshops delivered by the Life Bus Team:

**RSE workshop – Year 4 (some prior knowledge of puberty required)**

Know and understand correct terminology of reproductive organs and external sexual body parts

Begin to understand the idea of body ownership

Know and understand that no one has the right to touch their body if they don't want them to

Know a range of appropriate responses to unwanted touch

Reflect on and reinforce key learning around privacy, and safe and unsafe touches (in relation to their body)

Reinforces key messages about identifying and talking to trusted adult

**RSE workshop – Year 5 (some prior knowledge of puberty required)**

Introducing the theme of human reproduction

Understand and empathise with how some children may struggle during puberty and body changes

Know the correct terminology for reproductive organs and external sexual body parts

Know and understand the meaning of consent in relation to their body

**RSE workshop – Year 6 (some prior knowledge of puberty required)**

Introducing the theme of human reproduction

Know correct terminology for reproductive organs

How sexual reproduction occurs between humans

Know when to share information and when to keep it private

Reflect on and reinforce key learning around privacy (in relation to their body)

Our curriculum content goes beyond that of the science curriculum and our parent forum (2020) indicated strongly that this should be the case. Parents of Year 5 and 6 children are written to at least two weeks before the curriculum content is shared with the children to explain how each session will run, to share materials, to answer questions and explain the right to withdraw children from the sexual intercourse section of the lesson.

### **Dealing with Sensitive Issues**

In the event of pupils raising questions not covered in the Scheme of Work, these will be answered sensitively and according to the level of maturity of the pupil, if appropriate. Where a question results in a disclosure, Child Protection procedures will be followed. The following will not be covered in school: [sexually transmitted diseases](#), [different types of contraception](#), [termination](#), [surrogacy](#), [prostitution](#), [pornography](#). A suggestion will be made that issues which cannot be answered at school, may be best discussed at home with parents or carers.

### **Emotional Wellbeing**

At Hoole St Michael, we aim to promote positive Mental Health for every member of our school community including, staff, pupils and families. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. To support this we hold regular mental health awareness events such as Hello Yellow Day for Young Minds, Children's Mental Health Week and run the Confident Me intervention program for targeted individuals. Every teacher has children that they check in with daily as they arrive in school. This is recorded using check in books. Events such as Fit Fortnight pull together ideas of health, fitness and mental wellbeing. Our whole school approach to Growth Mindset and Sumo principles also underpin our approach to mental health.

### **CROSS CURRICULAR LINKS:**

Links are made with PSHE in other curriculum areas as appropriate e.g. R.E., P.E., Science, Geography and in topic planning. We also promote PSHE and citizenship through activities and whole-school events that promote active citizenship, through a variety of themed days, class projects and our work with organisations such as Christian Aid.

### **Equality for All:**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of Pupil Premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of enrichment opportunities in order for them to reach their full potential and consistently achieve

### **Recording and monitoring impact and outcomes:**

During Key Stages 1 and 2 pupils gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence, and physical and social awareness of our pupils as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the



children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education. These include:

- Celebration Assembly
- WWJD awards given weekly to recognise Christian Values in action.
- Pupil Voice groups – School Council, Healthy Schools, Eco Council and 3Cs.
- Class projects linked to wider world projects.
- Circle time where appropriate.
- Sports clubs and participating in inter-school and county tournaments & competitions
- Drama and music activities and productions.
- TARDIS enrichment days – a chance to work with and compete against children from surrounding schools.
- Residential visits and day trips
- Clubs – a variety are held throughout the school year.
- Social and fund-raising events
- Theme days/events
- Mini enterprise projects linked to the economic curriculum.
- Charity events
- Leadership opportunities, for example Playground Leaders, representatives on our School Parliament, Eco-school Council and PE & Sports leaders.

PSHE education gives children specific opportunities to explore the range of attitudes and values in society, and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.
- These attributes also contribute to our understanding of British Values.

We also measure the impact of our curriculum through the following methods:

In PSHE education 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 task and activities, managing conflict, making decisions and promoting positive relationships.

Assessment in PSHE education should be active and participatory, helping children to recognise the progress they are making in developing and taking part, as well as in their knowledge and understanding. Children should learn to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets. Teachers assess children’s work in PSHE education by making informal judgements as they observe them during lessons and at other times during the school day. Progress in PSHE education is recorded and reported to parents as part of the child’s annual school report.

**Monitoring:**

Planning and samples of work, including photographs, evidence on See-saw and questioning of children, will be collected by the PSHE Subject Leader and kept in the PSHE subject leadership file. When budget allows and training needs arise staff will attend courses etc. to keep up-to-date with current developments. The PSHE subject leader will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

**Head teacher and Governor Responsibilities**

The Head teacher, Mrs Juliet Price, takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, LEA, parents and agencies. The Head teacher is responsible for the appointment of the teacher with responsibility for SRE Education. The PSHE Subject Leaders are Mrs Sarah Cookson and Mrs Rachael Lever. As with other matters concerning the direction of the school, the Governing Body has been involved in the development of this policy and is actively involved in responses to this issue.

**Note:**

This policy has clear links with other school policies aimed at promoting pupil’s spiritual, moral, social and cultural development including our: Behaviour Policy, Safeguarding and Child Protection Policy, Anti-Bullying Policy and our Spiritual, Moral, Social & Cultural Development Policy.

This policy was approved by the Governing Body on.....

Signed..... Date..... (Chair of SEC)

Signed..... Date:..... (Headteacher)