Buckshaw Primary School

PSHE EDUCATION

(INCLUDING STATUTORY RELATIONSHIPS, SEX AND HEALTH EDUCATION)

	Staff	Governors	Pupils	Families
Consultation has taken place:	Date: May 2023	Date: Jan-May 2024	Date: Sept 2023-June 2024	Date: July 2024
Date formally approved by Governors:	17th May 2024			
Date policy became effective:	September 2023		Review Date: January 2025	
Person(s) responsible for implementation & monitoring:	Mrs Sarah Price (Head Teacher), Mark Babcock (PSHE Lead) & Kate Forrester (Governor of The Wellbeing Team).			
Suggested policies to cross reference:	SMSC	Safeguarding	Online safety	Food & Drink
	Confidentiality	Emotional and Mental Health and Wellbeing	SEND inclusion	Behaviour (including anti-bullying)
	Visitor	Equalities	P.E.	Bereavement

INTENT OF PSHE EDUCATION (RSHE)

Purpose:

This policy covers our school's approach to all non-statutory elements of PSHE Education, statutory guidance on Relationships and Health Education (RHE). In addition, this policy includes our approach to sex education beyond statutory Health Education and Science.

Buckshaw Primary School is a friendly and caring school in which the children are supported and encouraged through lessons, assemblies and playtime to achieve their best in every aspect of their learning. We believe it is important to nurture individuals and develop pride and mutual respect for each other and our school within our diverse and inclusive community.

This policy was produced by Sarah Gornall (Former PSHE Lead) through consultation with Sarah Price (Head Teacher) & Governors of Buckshaw Primary School. The policy is available to parents and carers through documentation being readily available to download on the school website. If you require this policy in printed format, please contact the school office.

Overall school aims and objectives:

Our PSHE education programme promotes our school ethos and is underpinned by the school values of 'Ambition', 'Resilience', 'Respect' and 'Wellbeing.' We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through the election of class representatives, who make up the 'School Council'. They are encouraged to voice their views, ideas and opinions through this process and pupil questionnaires, thus making a positive contribution to the school community. Through Citizenship, the pupils find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. Buckshaw will encourage children to talk to their parents and carers by communicating effectively to parents' topics discussed in class.

This policy supports/complements the following policy:

- Equality Policy

The aims and objectives of PSHE Education (RSHE)

At Buckshaw, our curriculum aims to prepare our children for their future by raising aspirations and developing resilience within a happy, safe and caring environment. We prepare pupils for challenges of everyday life now and in the future by providing inspiring opportunities and experiences within and outside school including outside learning, after-school clubs, school trips and inspirational speakers.

The objectives of PSHE are to enable the children to:

• To know and understand a healthy lifestyle

• To be aware of safety issues

• To understand what makes for good relationships with others

• To have respect for others

• To be independent and responsible members of a community, such as school

• To understand what is meant by 'Democracy' and be positive and active members of a democratic society

• To recognise the value of economic wellbeing allowing children to apply life skills to the wider world preparing them for the future

• To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues

• To develop good relationships with other members of the community

• To actively promote British Values (BV)

Creating a safe and supportive learning environment

To enable progression throughout school, teachers will create building blocks and a sequence of learning map. At Buckshaw Primary School, establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital.

We will create a safe and supportive learning environment at Buckshaw Primary School by teachers following our Safeguarding and Confidentiality policies. In addition, teachers enable each class to establish a 'group agreement'. Teachers and children will devise their own 'group agreement' at the beginning of the year and these are reinforced at the beginning of every PSHE lesson so both children and teachers have ownership of them. Teachers encourage distancing techniques including stories, clips from 1Decision and role play activities to 'de-personalise' discussions. Teachers to refer to the links below for further information to ensure they are confident when responding to questions:

- Teacher Guidance: Teaching about Mental Health and Emotional Wellbeing (PSHE Association, 2019)

- Handling Complex Issues Safely in the PSHE Classroom (PSHE Association, 2018)

Responding to pupils' questions

Pupils' questions will be answered by members of staff in a supportive and informative manner. Buckshaw Primary School provides many opportunities for its pupils to ask questions in class, have their say about PSHE through the School Council and liaising with parents. The information provided to teachers by the pupils informs their future planning addressing certain questions raised. We provide opportunities for pupils to raise anonymous questions by having 'question post boxes' situated in classrooms during sensitive topics. Where a question is asked aloud and the member of staff wishes to have more time to consider the response, the child will be asked to place their question in the 'ask it basket' and will inform the child that they will get an answer to them as soon as possible. The teacher will repeat the question to the pupil to clarify the question being asked and will remind the pupil to wait for a response and not to use search engines or any unreliable resources to find their own answers. If a safeguarding issue is raised by any question, staff will ensure that action is taken in accordance to the Safeguarding and Child Protection Policy. A teacher may decide to contact parents or carers to discuss the questions a pupil has asked.

How will we ensure the curriculum is relevant to our pupils?

- **Early Years**
  Building on the foundations laid in Early Years, the curriculum is sequenced within and between KS 1 and KS 2. We teach PSHE and citizenship in Reception as an integral part of the curriculum. As the reception and nursery class is part of the EYFS, we relate the PSED aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in EYFS classes, when we teach 'Understanding the World'. We ensure our curriculum builds on prior learning by creating a PSHE Curriculum Overview including key skills for both key stages and planning for prior learning before each lesson.

- **Planning**
  While promoting the values of Buckshaw Primary School and meeting statutory requirements, we will ensure that pupils are offered a balanced PSHE curriculum designed to meet their needs by using relevant local data (Health LSIP, NCMP), and school information including CPOMs. Pupils will be provided with skills to achieve their aspirations and build their resilience. Buckshaw Primary School's pupils' views are a large part of the planning process. The pupils have the opportunity to voice their opinions through PSHE lessons and the School Council. In addition, teachers can identify pupils' needs through assessment, evaluation and feedback.

- **SEND, inclusion, equality and diversity**

We promote the needs and interests of all pupils, irrespective of gender, gender identity, culture, ability, sexual orientation or personal circumstance (Equality Act 2010). We teach PSHE to all children, regardless of their ability and any issues will be dealt with in accordance with the School Behaviour Policy. Teaching considers the ability, age, development and cultural backgrounds of our children and those with English as a second language to ensure that all can fully access the PSHE Education (RSHE) curriculum. Our teachers provide learning opportunities matched to the individual needs of children. We identify and respect pupils' unique starting points by providing engaging, differentiated lessons accessible to all. Teachers plan for more able pupils by considering their 'emotional intelligence' and their life experiences. Teachers plan PSHE for children with SEND, Pupil Premium children, EAL and 'Looked After Children' ensuring all children can access and be involved with the lessons being taught. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) - please refer to the SEND Policy. When teaching PSHE, teachers consider the targets set for the children in their IEPs, some of which targets may be directly related to PSHE.

What are our intended outcomes?

As a result of our PSHE and RSHE programme of learning, pupils will be taught and know the following by the end of primary school:

- **RELATIONSHIP EDUCATION AND RSE (for statutory requirements see Appendix B):**

- *Families and people who care for me*
- *Caring friendships*
- *Respectful relationships*
- *Online relationships*
- *Being safe*

- **SEX EDUCATION**

  We are required to teach relationships education as part of our PSHE curriculum and current regulations and guidance from the Department for Education state that Relationship Education is compulsory in all primary schools, but Sex Education is not compulsory. However, the National Curriculum for Science is statutory and includes subject content in related areas, such as the main external body parts, the human body as it grows (including the changing adolescent body and puberty) and reproduction in some plants and animals. Pupils cannot be withdrawn from the stated statutory lessons. The Department for Education recommends that all primary schools should have a sex education programme that is tailored to the age and the physical and emotional maturity of the pupils. Although the Science curriculum touches on puberty and parts of the human reproduction, some children will have further questions arising from the teaching of this. Therefore, Buckshaw Primary School will teach Years 5 & 6 about the non-compulsory processes of

reproduction and birth as part of the human life cycle; how babies are conceived and born (how to prevent babies from being conceived) and how babies need to be cared for as part of our Science curriculum and will be revisited during PSHE lessons. Parents and carers will be informed when these lessons will be going ahead through the curriculum overview. From Reception to Year 6, Buckshaw Primary School will use the correct terminology when naming parts of the body as recommended with the teaching of Science.

Rights to withdraw

Parents and carers may only remove their child from the non-statutory elements of RSE, and must contact the Head Teacher, Sarah Price via the School Office. Please note children cannot be withdrawn from any of the puberty and changing of the adolescent body lesson.

- **PHYSICAL HEALTH AND MENTAL WELLBEING (for statutory requirements see Appendix C):**

- *Mental wellbeing*:
- *Internet safety and harms:*
- *Physical health and fitness:*
- *Healthy eating:*
- *Drugs, alcohol and tobacco:*
- *Health and prevention:*
- *Basic first aid:*
- *Changing adolescent body:*

INVOLVING PARENTS AND CARERS

At Buckshaw Primary School, we are committed to working with parents and carers. A draft copy of the PSHE policy was uploaded to the school's website for a period of time for parents to read and consult. The finalised policy was uploaded to the school's website along with the curriculum overview for September 2021 and links to this policy will be included in the induction packs for new parents. This policy will be updated accordingly each year and at the beginning of each term, all years will update the topics they plan to teach in PSHE on the school's website.

Buckshaw Primary School has an 'open door policy' where parents and carers can contact staff about any questions or concerns, they may have by using the Class Dojo messaging service, making an appointment with the class teacher or contacting the school office.

LEARNING AND TEACHING

We allocate weekly one-hour lessons for each year group during curriculum time to PSHE. Our PSHE education provision is mapped and planned effectively using the PSHE Association Programme of study linked to our Needs Analysis along with Question-based programme builder which has been adapted to the needs of Buckshaw Primary's pupils. We use PSHE Association accredited and updated resources including, 1Decision. PSHE topics are introduced through other areas of the curriculum (Science, Physical Education, ICT and online safety, Religious Education) and these can be seen on the 'Whole School Curriculum Map' before being revisited in standalone PSHE lessons through the spiral PSHE education programme.

We will determine pupils' progress by moving intended learning outcomes from each year group to the next as prior learning which will be identified in pupils' books. We will ensure the curriculum is broad and balanced by using whole class PSHE books and diaries that communicate prior learning and intended outcomes as children move classes throughout KS1 and KS2.

The programme will provide enriched opportunities supporting Buckshaw Primary's pupils and their aspirations and will be taught through a range of teaching methods, including class discussions (in a safe and supportive learning environment following ground rules and using distance techniques), whole school assemblies, school council, opportunities to work outside, experience living in the wider community, using outside agencies and providing extra-curricular clubs for example PE, Cookery Club and 'Get Inspired'.

ASSESSMENT

Our teachers assess the children's work in PSHE to establish their baseline and their endpoint to show individual progress. This is evidenced both by making judgements as teachers observe and listen to children during lessons and by marking their recorded work against specific learning outcomes from the PSHE Association programme for Key stage 1 and 2 and assessment for learning will take place to inform future planning. Assessment for Learning (AFL), Peer assessment and self assessment will inform future analysis and curriculum review along with pupil questionnaires and School Council meetings. Staff are encouraged to do a baseline assessment a couple of weeks before starting a topic to plan an appropriate first lesson in a new topic inclusive to all pupils.

RECORDING, REPORTING, MONITORING & EVALUATION

Teachers will encourage pupils to complete an evaluation sheet at the end of each unit providing their own comments about a pupil's progress. This allows pupils to reflect and become independent learners. Evaluations sheets can be shared and discussed with parents and carers accordingly.

The subject Leader for PSHE, Sarah Gornall, will create a termly Subject Leader Report to highlight actions taken and report next steps needed for PSHE. All reports will be communicated to the Head Teacher, Sarah Price and Buckshaw Primary School's Governors. The PSHE Subject Leader will communicate with the PSHE Governor, Kate Forrester to monitor future actions needed, arrange walk rounds in school and take part in PSHE lessons.

The subject leader will check Group Agreements created by each class at the beginning of each year. The subject leader will arrange book scrutiny each term to ensure prior knowledge is being planned for and intended outcomes are being met by the pupils and progression throughout topics is being made. Pupil interviews will also take place through school council to evaluate progression.

TEACHING RESPONSIBILITIES AND STAFF TRAINING

The PSHE Subject Leader and Headteacher are responsible for monitoring the standards of children's work and the quality of teaching. The PSHE Subject Leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. The PSHE Leader will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. Teacher questionnaires will be provided to inform the PSHE leader of future teacher training needs ensuring all teachers are confident delivering Buckshaw's PSHE curriculum. When using external speakers to deliver aspects of our PSHE programme, we will ensure they support and benefit our PSHE curriculum and needs of the children in our school. Their input will be carefully planned and monitored to fit into and complement the programme.

CONFIDENTIALITY AND HANDLING DISCLOSURES

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns on CPOMS and a member of the Designated Safeguarding Team (DSL) will take action as laid down in the Safeguarding and Child Protection Policy. In addition, if a pupil discloses information to a member of staff which is believed not to be a safeguarding concern, this person may share with other members of staff to protect the pupil's wellbeing by preventing other members of staff checking on them (please see creating a safe and supportive learning environment above). 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 concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Appendix

Appendix A – Acts & Buckshaw Primary School policies associated with the PSHE Policy.

- Education Act (1996)

- Learning and Skills Act (2000)

- Education and Inspections Act (2006)

- Equality Act (2010)

- Supplementary Guidance SRE for the 21st century (2014)

- Keeping children safe in education – Statutory safeguarding guidance (2016)

- Children and Social Work Act (2017)

- Behaviour Policy

- SEND Policy

- Safeguarding Policy

- Confidentiality Policy

- Equality Policy

- Child Protection Policy

Appendix B –

RELATIONSHIP EDUCATION AND RSE STAUTORY REQUIREMENTS:

Families and people who care for me:

- That families are important for children growing up because they can give love, security and stability.

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

- That marriage* represents a formal and legally recognised commitment of two people to e[1]ach other which is intended to be lifelong.

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.

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* Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

- The conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness

- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships:
- That people sometimes behave differently online, including by pretending to be someone they are not.

- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

- How information and data is shared and used online.

Being safe:
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- How to recognise and report feelings of being unsafe or feeling bad about any adult.

- How to ask for advice or help for themselves or others, and to keep trying until they are heard.

- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

- Where to get advice e.g. family, school and/or other sources.

Appendix C –

PHYSICAL HEALTH AND MENTAL WELLBEING:

Mental wellbeing:
- That mental wellbeing is a normal part of daily life, in the same way as physical health.

- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms:
- That for most people the internet is an integral part of life and has many benefits.

- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

- Why social media, some computer games and online gaming, for example, are age restricted.

- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

- Where and how to report concerns and get support with issues online.

Physical health and fitness:
- The characteristics and mental and physical benefits of an active lifestyle.

- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

- The risks associated with an inactive lifestyle (including obesity).

- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating:

- What constitutes a healthy diet (including understanding calories and other nutritional content).

- The principles of planning and preparing a range of healthy meals.

- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention:

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

- The facts and science relating to allergies, immunisation and vaccination.

Basic first aid:

- Know how to make a clear and efficient call to emergency services if necessary.

- Concepts of basic first - aid, for example dealing with common injuries, including head injuries.

Changing adolescent body:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

- About menstrual wellbeing including the key facts about the menstrual cycle.