



FLASH LEY COMMUNITY PRIMARY SCHOOL & NURSERY

**Personal Social and Health
Education POLICY
(PSHE)
Including STATUTORY
Relationships and Health Education
(RSE)**

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Flash Ley Community Primary School will, without justification or compromise, provide the best start to life for all of the pupils in its care.

The staff and governors envisage this being carried out through:

- Having the child at the heart of everything we do
- Respecting the development and individuality of the whole child
- Outstanding learning delivered through outstanding teaching
- Continuously inspiring all aspects of school life to ensure best practice is always predominant
- Engaging parents and valuing the contribution made to their child's education
- A commitment to the safeguarding and well-being of all children and stakeholders
- Keeping at the front of, as well as leading, educational development and practice

Our Values

- *Respect*
- *Equality*
- *Determination*
- *Honesty*
- *Courage*
- *Compassion*

Introduction

Flash Ley Community Primary School is an equal opportunities school and PSHE should be taught in line with our equality of opportunity policy. All pupils within school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability.

The Equality Act 2010 states that everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Some key points are:

- Equality of opportunity is a cross-curricular issue; opportunities are identified and utilised in each curriculum area or topic.
- The language and learning needs of bilingual pupils are acknowledged in all subject areas.
- The use of assessment contributes to a positive understanding of race, gender, disability, equality, ethnic and cultural diversity.
- Children should work in a variety of different groupings depending on a particular activity. They work individually, in pairs or in groups (e.g. same ability, mixed ability, single sex, friendship, role model etc.).
- We offer activities of a non-stereotypical nature.
- Children have opportunities to share cultural and other experiences in the classroom.

Flash Ley Community Primary School has three commitments that underpin this policy:

- To learn
- To be safe

- To show mutual respect

Flash Ley Community Primary School is a school that holds values central to all of its work and therefore this PSHE/RSE policy must be applied in line with the school's values system.

Aims

PSHE education

PSHE education is a planned and progressive programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives and contribute positively to society, now and in the future. As part of a whole school approach, PSHE education teaches pupils about the qualities and attributes they need to thrive as individuals, family members and members of the local community and wider society.

Citizenship

Citizenship education is a planned and progressive programme of learning through which children learn how to become active, informed and responsible citizens. For a democracy to be successful needs citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process. The knowledge, skills and attitudes which enable this need to be learnt both in formal education and also real life experiences.

In summary PSHE education is concerned with a child's personal development and identity whilst Citizenship considers the child's place in society and how that society works.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

PSHE/RSE at Flash Ley will be taught through a progressive programme, the overview of which is stated below:

Foundation Stage

	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My relationships	Me and Other People
Reception	<ul style="list-style-type: none"> • Getting to know my school • Who is in my class • Adults in school • My classroom • The school building 	<ul style="list-style-type: none"> • Hand washing • Healthy eating • Teeth • Medicines • Being happy 	<ul style="list-style-type: none"> • Transition • School Council • New experiences in year 1 • Summer holidays including safety in the wider world 	<ul style="list-style-type: none"> • Safety in the classroom • Safety in school • Safety in the playground • People who help us keep safe 	<ul style="list-style-type: none"> • Being a good friend • Who is in my family • Different types of family 	<ul style="list-style-type: none"> • Celebrating special events • Same and different
Suggested time to teach	Autumn 1	Spring 2	Summer 2	Spring 1	Autumn 2	Summer 1

Key Stage 1

	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My relationships	Me and Other People
Year 1	Class rules School Council <ul style="list-style-type: none"> Making choices Compromise Skills of a representative Own skills in relation to School Council Class meetings 	My body <ul style="list-style-type: none"> Parts of the body Changing needs Influences on health and wellbeing Likes and dislikes Consequences of choices Emotional health 	Pets and animals <ul style="list-style-type: none"> Likes and dislikes Right and wrong Needs of animals Fair and unfair Human needs 	<ul style="list-style-type: none"> Medicines Identifying risks and ways to stop accidents happening People who help us Road safety – keeping safe near the road and in the car 	<ul style="list-style-type: none"> Valuing themselves Family – different types Friendship skills Good and bad friendships Making choices 	<ul style="list-style-type: none"> My identity Groups belong to Bullying
Year 2	Class rules <ul style="list-style-type: none"> why have rules School Council <ul style="list-style-type: none"> How it works Role of a representative Class council meeting Feelings <ul style="list-style-type: none"> Name feelings Dealing with feelings including negative ones 	<ul style="list-style-type: none"> Body parts Personal hygiene Spread of germs and diseases Balanced diet Healthy lunchbox 	Local area <ul style="list-style-type: none"> Positive and negatives of the local area Discussion Role in improving area Money <ul style="list-style-type: none"> Sources of money Uses of money Keeping money safe Making choices 	Safe and unsafe- <ul style="list-style-type: none"> Things e.g. medicines and household substances Places e.g. roads People i.e. safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises 	<ul style="list-style-type: none"> Working together Behaviour and impact on others Resolving conflict Teasing and bullying Changing relationships 	<ul style="list-style-type: none"> Similarities and differences between boys and girls Different types of families Race and religion

Key Stage 2

	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My relationships	Me and Other People
Year 3	<ul style="list-style-type: none"> Class rules New challenges Valuing themselves School Council 	<ul style="list-style-type: none"> Balanced diet Impact of healthy diet Making choices 	<ul style="list-style-type: none"> Managing money Good value Resource allocation 	<ul style="list-style-type: none"> What is risk Road Safety Pressure Safe and unsafe touches 	<ul style="list-style-type: none"> What makes a good friend Falling out 	<ul style="list-style-type: none"> My identity My community – school and local Similarities and differences in community
Year 4	<ul style="list-style-type: none"> Class rules Role of School Council rep Jobs on the School Council Class council My strengths and weaknesses 	<ul style="list-style-type: none"> What keeps me healthy? What can make me ill – bacteria and viruses Drugs – medicines and Tobacco Good and bad habits 	<ul style="list-style-type: none"> Rights and responsibilities Rights of the Child Jobs and duties 	<ul style="list-style-type: none"> Safety in school Responsibilities for my safety and the safety of others E safety 	<ul style="list-style-type: none"> Feelings of other people Developing relationships Different types of relationships Puberty 	<ul style="list-style-type: none"> Similarities and differences Communities including Britain Respect and tolerance
Year 5	<ul style="list-style-type: none"> My achievements My goals School Council rep Class rules 	<ul style="list-style-type: none"> Physical health Emotional health What can affect our health including the media How will my body change as I grow up 	<ul style="list-style-type: none"> How are laws made in the UK Parliament Public money Personal money – loans, debt and interest 	<ul style="list-style-type: none"> When do I feel unsafe How can I deal with this Pressure including peer pressure Getting help 	<ul style="list-style-type: none"> Puberty emotions Anti social behaviour Nature and consequence of bullying 	<ul style="list-style-type: none"> Identities in the UK Celebration of diversity Racism
Year 6	<ul style="list-style-type: none"> Class rules Opportunities and challenges of Y6 School Council My contribution to my school 	<ul style="list-style-type: none"> Body changes Periods Feeling during puberty Media 	<ul style="list-style-type: none"> Environment and Sustainability Pressure groups and charities 	<ul style="list-style-type: none"> Drugs – solvents and alcohol Pressure related to drug use Strategies for making decisions and saying no 	<ul style="list-style-type: none"> Changing friendships and relationships 	<ul style="list-style-type: none"> Diverse nature of UK Life in other countries Stereotypes Challenging stereotypes

Statutory Requirements

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet.

As section 2.1 of the National Curriculum framework states:

‘Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life’

Section 2.5 of the National Curriculum Framework states that:

‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

Along with the National Curriculum framework, the DfE also published a guidance document on PSHE education, which states that:

‘Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance

on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.’

At Flash Ley Community Primary School, we teach RSE as set out in this policy.

Relationships Education and Health Education

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSE contributes to this duty.

Further, we recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. This was a statutory requirement from September 2020.

The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the Science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

At Flash Ley we have decided to deliver these areas through a planned programme of PSHE/RSE education and this scheme will support this effectively. This policy therefore covers PSHE education including the statutory requirements for RSE

A key development in the statutory guidance is the inclusion of ‘online relationships’ and ‘internet safety and harms’. Which rightfully recognise the impact the internet and technology have on children’s lives in the 21st Century. These areas are not covered within this scheme but have been added through the school’s computing curriculum.

Definition

PSHE education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. When delivered well, PSHE education has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Delivery of PSHE/RSE education

At Flash Ley Community Primary School, we follow the ‘Entrust – Inspiring Futures’ scheme of work. It is based on a thorough understanding of what constitutes effective PSHE/RSE for both teachers and pupils. All lessons have a clear structure and are age appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent PSHE/RSE.

Teachers follow the schemes of work from Foundation Stage – Year 6 as outlined in the Overview Appendix 1, RSE in the Entrust Scheme of Work Appendix 2 and Guidance Mapping Appendix 3.

The scheme is divided up into six topic areas are covered each year. In most cases the units can be taught in any order however it is suggested that “Me and My School” is the most appropriate unit to deliver at the beginning of each academic year.

The six topics are:-

- Me and my School
- Me and my Relationships
- Happy and Healthy Me
- Me and my Safety
- Me and Other People
- Me in the World

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Difference and Diversity

During the teaching of the PSHE/RSE education Scheme of Work it may become evident that issues around race and racism need to be explored in more detail.

The teaching of Difference and Diversity is taught through the scheme of work predominantly through 'Me and other People' unit.

Cross Curricular links

PSHE education has many themes which have clear links to other subject areas. Teachers will use these subjects to explore themes in greater depth for example, as part of teaching about safety Computing curriculum would include E Safety.

When using cross curricular approaches, it is important that staff are clear on the PSHE/RSE education approach to the subject. For example, when teaching about puberty in Science the focus would be the biological aspects however PSHE/RSE education would include how children feel about and cope with the changes they experience at this time.

SEND Code of Practice

The Code of Practice specifically refers to the need to support disabled children and young people (those with an Education Health and Care plan) to make a successful preparation for adulthood

“With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

- being as healthy as possible in adult life”

Contribution to Equality and Diversity

The Public Sector Equality Duty (Equality Act 2010) requires that schools foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it. It is a requirement that this is addressed

proactively. Explicitly teaching a broad and balanced PSHE/Citizenship curriculum offers opportunities to foster those good relationships.

Further links to the Equality Act are included in the teaching units when appropriate.

PREVENT

Prevent is part of the Government's Counter Terrorism strategy. The Government's Prevent Strategy has three main objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure they are given appropriate advice and support, and
- work with sectors and institutions where there are risks of radicalisation which we need to address.

As part of the Prevent agenda, this scheme of work supports schools' curriculum planning, and delivery, in order that children and young people are enabled to consider multiple identities, rights and responsibilities and enables them to develop their ability to build resilience towards risky behaviours.

Creating a safe learning environment

Setting the right climate e.g. a safe environment is vital if PSHE/RSE education and Citizenship lessons are going to be effective. To do this we consider negotiating ground rules that include the opportunity to let everyone express his/her view and to ensure that everyone is heard and respected and encourage pupils to give reasons why they have a particular view.

Implement strategies for questions to be asked e.g. question box/worry box. Depending on the sensitivity of the issue, at times it may be appropriate to split the class into smaller groups. This will allow less confident pupils to express their opinions in a less-pressured environment. When dealing with sensitive issues we will consider distancing strategies such as using puppets, role play, drama and case studies.

Roles and Responsibilities

The governing board

The governing board has delegated the approval of this policy to the head teacher.

The head teacher

The head teacher is responsible for ensuring that PSHE/RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of PSHE.

The subject leader

The Subject Leader is responsible for leading staff to contribute to the well-being and education of pupils at the school. In their leadership they will model for others both deep knowledge of the curriculum and excellent teaching practice. They will also write a subject policy, update staff with any requirements for the subject, as well as monitoring and evaluating.

Staff

Staff are responsible for:

- Delivering PSHE/RSE in a sensitive way and answer with facts, respond to a range of feelings and explore the appropriateness of those feelings with pupils. All staff are aware of safety and safeguarding when dealing with some of this scheme of work.
- Modelling positive attitudes to PSHE/RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of PSHE/RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the subject leader/head teacher.

Pupils

Pupils are expected to engage fully in PSHE/RSE and, when discussing issues related to PSHE/RSE, treat others with respect and sensitivity.

Confidentiality- It is really important that pupils feel comfortable to share their ideas, however staff need to be clear on what can and cannot be kept confidential. The school's safeguarding policy should be followed.

Visitors- Visitors should contribute to and enhance the planned programme in school. It is important that their input meets the needs of the pupils. A visitor policy should be in place to monitor the appropriateness of the visitor and the content they will deliver.

Sex Education as part of PSHE education

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Sex Education (RSE) is taught within the personal, social, health and education (PSHE) curriculum and biological aspects are taught within the Science curriculum.

Pupils also receive stand-alone sex education sessions delivered by the class teacher within the scheme, if available outside agencies will be used.

Parents' right to withdraw

Parents/carers have the right to withdraw their children from the non-statutory components of Sex Education. Before doing so, parents/carers are encouraged to talk to the class teacher/subject leader/ head teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The subject lead/head teacher will discuss the request with parents/carers and take appropriate action. Alternative work will be given to pupils who are withdrawn. The PSHE/RSE curriculum will be shared with parents/carers to ensure coverage if pupils are withdrawn.

Training

Staff are trained on the delivery of PSHE/RSE as part of their induction and it is included in our continuing professional development calendar.

The subject lead/ head teacher will also invite visitors from outside the school, such as school nurses/sexual health professionals and County advisors, to provide support and training to staff teaching PSHE/RSE when required.

Monitoring Arrangements

The delivery of PSHE/RSE is monitored by the PSHE/RSE Subject Leader through:

- Monitoring arrangements consist of planning and book scrutinise (A3 folders), learning walks and pupil voice.

- Pupils' development in PSHE/RSE is monitored by class teachers as part of our internal assessment systems. (Assessment- Appendix 4)
- This policy will be reviewed by the PSHE/RSE Subject Leader annually. At every review, the policy will be approved by the head teacher/Governors.

Policy Development

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

- Review – a member of staff pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.
- Pupil consultation – we considered what exactly pupils want from their PSHE/RSE during the lessons.
- Ratification – once amendments were made, the policy was shared with governors and ratified

Appendix 1: Scheme of Work Overview

Appendix 2: RSE in the PSHE Scheme of Work

Appendix 3: Guidance Mapping

Appendix 4: Assessment

Other useful documents

1. RSE Guide for Parents from DfE
2. RSE letter to parents
3. Consultation Survey questions to Parent & Carers Online
4. Useful Resources