



**Lewknor Church of England Primary School**



# **RSE and PSHE Policy**

**July 2024 – July 2027**

## **Christian Vision**

Building strong foundations for a happy and successful life

Like the wise man who built his house on rock (Matthew 7:24-27), we seek God's wisdom to enable us to nurture our school community so that all can flourish and achieve their best in every aspect of school life.

### **Vision, Aims and Curriculum Intent**

PSHE is one of the key subjects at Lewknor Church of England Primary School as we believe in giving our pupils the best chance at becoming successful citizens of the future contributing to their local, national and worldwide communities. We endeavour to provide our pupils with the right tools to function in a way that allows them to have a rewarding and enjoyable future. We aim to equip our pupils with the knowledge and understanding they need to be able to make and maintain healthy relationships, preserve their well-being and make the right choices for themselves. As a school, we aspire to do this in a practical, enjoyable and non-judgmental environment where our pupils feel safe and valued.

The PSHE Association (2019) specifies that PSHE is taught to enable pupils to achieve their potential by eliminating any potential barriers that could affect their ability to learn such as; unhealthy relationships and anxiety.

The National Curriculum (2014) affirms this by stating that PSHE should equip children with an understanding of risk and the knowledge and skills needed to make safe, informed decisions.

### **PSHE: Aims and Objectives**

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

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

At Lewknor we strongly feel that PSHE education is most effective when it uses a wide variety of active learning and assessment approaches and provides frequent opportunities for children and young people to reflect on their own and other people's experiences so they can use and apply their learning in their own lives. Active involvement in the life of the school and wider community should help young people recognise

and manage risk and take increasing responsibility for themselves and their choices. This is why children are involved in many projects around the school. For example, School Councils are held regularly to promote pupil voice.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In each year group, an introductory lesson provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life 3 and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

We feel that our curriculum for PSHE meets the criteria as we cover a variety of interesting topics as well as having a clear progression across year groups linked to high quality metacognition teaching and learning which has an exciting and broad range of activities which inspire teaching and learning.

Creativity is at the centre of the school ethos and the staff and school continue to provide a broad range of additional areas and experiences within the school which further enhance teaching and learning. As a school we believe in the need for specific subject teaching to reach high standards as well as endeavouring to make cross curricular and every- day life links to deepen learning and teaching making it more transferable, meaningful and purposeful. Within our teaching of PSHE we believe that our high quality of questioning, assessment for and of learning is a strength of the school.

### **Statutory requirements**

The Health and Relationships aspects of PSHE became compulsory from September 2020 under the Children and Social Work Act 2017. The Relationships and Health aspects of our PSHE provision forms an integral part of our PSHE curriculum and meets with the statutory requirements. In accordance with the Education Act 2002/Academies Act 2010 our PSHE curriculum has been designed to provide our children with the appropriate subject knowledge, skills and understanding in order to fulfil the national curriculum requirements to provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of the pupils at our school and which also prepares them for the opportunities, responsibilities and experiences of later life.

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

### **Definition**

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.

### **Curriculum**

Our curriculum is set out below but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

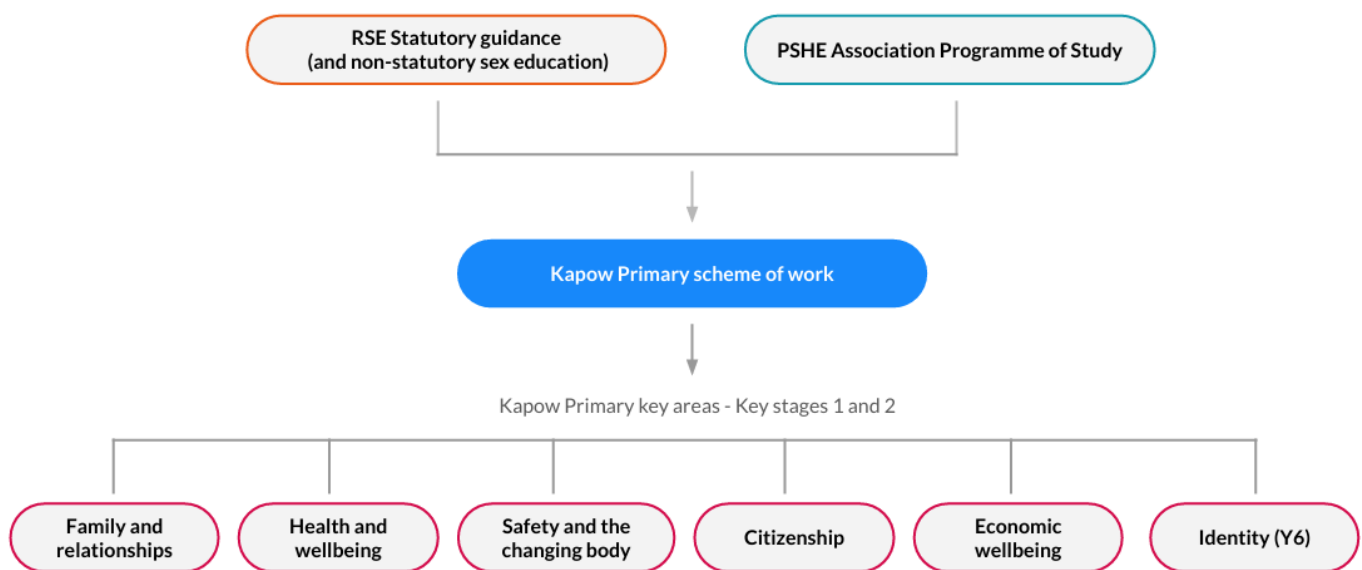
Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

### Long Term Plan

We use the Kapow Primary scheme of work for PSHE and RSE. Lessons are categorised into the five key areas below, which are returned to in each year group, making pupil's prior and future learning clear and shows how what is taught fits into their wider learning journey. Year 6 also have a further key area: Identity.

### How is the RSE & PSHE scheme of work organised?



### Foundation Stage

We teach PSHE and citizenship in the foundation stage as part of the Foundation Stage curriculum and as an integral part of the topic work covered during the year. We relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Foundation Stage Curriculum. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the curriculum. We also support citizenship education in reception classes when we teach a knowledge and understanding of the world within a child centred curriculum where children make decisions about how best to access their learning.

### Teaching and Learning

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

## **Flexibility**

Within most units, lessons should be taught in order as they build upon one another. Across a single year group, units themselves do not need to be taught in the suggested order, apart from the Introductory lessons which are to be taught at the beginning of the year and the Transition lessons at the end of the year. The flexibility in the order the units can be taught allows teachers to adapt the planning to suit their class and to cover particular units based on need at any moment in time.

PSHE lessons take place every week following the Kapow condensed LTP. In addition, the staff aim to set aside time to discuss matters arising from school council meetings or other issues which may arise.

- Key Stage assemblies always make a link with PSHE, British Values or spiritual, moral, social and cultural development (SMSC).
- Where possible, visitors from external agencies or the local community are invited to offer their expertise and experience to support the delivery of PSHE e.g. health workers, police and faith leaders.
- SEND pupils will have access to a PSHE education which meets their needs by adapting and / or by differentiating the learning.

We use of a range of starting points which are helpful in introducing sensitive or controversial topics for discussion e.g.

- photographs / pictures,
- group or class brainstorming,
- around where each child says something they know about a topic

We also use distancing techniques such as:

- stories,
- role play and scenarios based on real situations which can promote discussion whilst at the same time 'depersonalising' the discussion.
- We will set ground rules at the start of lessons (where appropriate including what can/cannot be kept confidential).
- We will determine pupils' prior knowledge through activities such as mind mapping, cold tasks, graffiti wall etc.
- The curriculum will be taught through a range of methods, for example circle time; discussion; role play, games, problem-solving, songs, video clips etc.
- Pupils will be given the opportunity to express their opinions and views about their personal experiences; to make real-life decisions about their lives; to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- Where relevant links will be made with learning in other subject areas and within PSHE itself.
- Pupils will be given the opportunity to reflect on their learning and progress through discussion, oral feedback, raised awareness, role play, creative and recorded activities.

## **2. Assessment and recording**

Each lesson within Kapow Primary's scheme features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson. Each unit of lessons comes with an Assessment quiz and Knowledge catcher to monitor progress within the subject and inform planning.

### **3. Intended outcomes**

Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

### **4. Roles and responsibilities**

#### Governing body

The governing body will approve the PSHE policy and hold the Headteacher to account for its implementation. The governing body has delegated the approval of this policy to the Headteacher.

#### The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

#### Staff

Staff members are responsible for:

- Using the Medium-Term Plan to guide their lesson planning.
- Providing a safe and supportive environment where pupils can develop their confidence to ask questions, challenge information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.
- Delivering PSHE in a sensitive way.
- Modelling positive attitudes to PSHE which do not induce shock or guilt.
- Responding to and being sensitive to the needs of individual pupils as some may have direct experience of some of the issues.
- Providing relevant and realistic information which reinforces social norms.
- Providing pupils with access to balanced information and differing views to help them clarify their own opinions.
- Monitoring and assessing progress in PSHE.

### **5. Monitoring and Review**

- The Senior Leadership Team will be responsible for monitoring the standards of children's work and the quality of learning and teaching;
- The Head Teacher and PSHE Co-ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.