

# Worksop Priory C of E Primary Academy



## PSHE Education Policy (including SRE)

# June 2022

Name of school: Worksop Priory C of E Primary Academy

Date of policy: June 2022

Members of staff responsible for PSHE Education: Sue Rawson, Geraldine Chambers

Line Manager (Member of SLT): Sue Rawson

Review date: June 2025

## 1. How this Policy was developed

This policy was written by Sue Rawson and developed in consultation with parents/carers, teachers and other school staff, governors and the pupils at Worksop Priory C of E Academy. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

## 2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools<sup>1</sup>.

We at Worksop Priory C of E Academy acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health, Economic (PSHE) education provision.

## 3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

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, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Underpinned by our Church School visions and values, and our academy rule of 'RESPECT', we expect to see the curriculum lived out in action every day through the attitudes, behaviour and relationships within the academy community. The school's PSHE provision supports the Academy's aims of developing confident citizens and successful learners who are creative,

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resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire academy's curriculum and culture. The academy has 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. Help our pupils understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

#### **4. How PSHE education, including Relationships Education, is provided and who is responsible for this**

At Worksop Priory C of E Academy we follow the PSHE Association scheme, enhanced and supplemented by resources from Safety, Caring, Achievement, Resilience, Friendship (SCARF), and incorporating input from other high quality external providers e.g. DARE. Planned events with a specific focus are also part of the provision e.g. Anti-Bullying Week. The core concepts taught are Health and Wellbeing, Relationships and Living in the Wider World. Within the curriculum offer, there is an emphasis on the needs of our specific community and the locality that we serve. The curriculum covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, as well as contributing to different subject areas in the National Curriculum.

Our PSHE subject lead, Mrs S Rawson, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the planning document. 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.

We have chosen to use the PSHE Association scheme, alongside resources from SCARF 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 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 summative 'I can...' statements, alongside the lesson plan learning outcomes which demonstrate progression of both skills and knowledge.

## 5. What is being taught

### 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.

### KS1 and KS2

The programme divides the year into 6 themed units and is sequenced to build on prior knowledge, often linking with other areas of the curriculum to offer appropriate and timely opportunities for reinforcement.

Areas of study include:

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

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.

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, including further information about 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.

At Priory, we welcome various external providers to support curriculum delivery. This may be routinely included as part of the planning e.g. SCARF visit and DARE, or bespoke sessions as a response to a particular need e.g. input from the Tackling Emergent Threats to Children Team, local PCSOs and the Anti-Social Behaviour Officer.

## **6. How PSHE education, including Relationships Education, is taught**

PSHE lessons are taught once a week in a timetabled PSHE lesson using a range of interactive teaching methods, e.g. activity sheets, films, songs, online work, and drama techniques. Alongside this, teaching around values, conduct, citizenship etc pervades all areas of school life and is revisited and reinforced throughout the day, including through Collective Worship, response to incidents and events and incidental discussions raised as part of day to day school life.

Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the school's safeguarding procedures/child protection policy which can be found on the Academy website.

The taught curriculum is enhanced by many opportunities to develop additional life skills e.g. Bikeability, animal care, Take 5 Breathing; alongside a very strong pastoral care system to support personal and social development, emotional health and mental wellbeing.

Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be accessed by pupils and their families.

## **7. How PSHE education is monitored, evaluated and assessed**

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject. Across the year monitoring activities including observations, pupil and staff interviews and work scrutiny evidences strengths and weaknesses. Areas for development are identified and actions identified, these are fed back to staff as part of school CPD and are then incorporated into the monitor and review cycle.

Children's progress in the subject is tracked in summative 'I Can ..' statements at the end of each unit, alongside a specified outcome that demonstrates the learning from the unit. This information, alongside ongoing formal assessment throughout the lessons, is used to inform a statement on the end of year reports.

## **8. How the delivery of the content will be made accessible to all pupils**

It is not our school's policy to withdraw pupils with special educational needs from PSHE lessons to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Our academy ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our academy acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

## **9. Parental concerns and withdrawal of students**

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples at Parent Consultation events and prior to major

input on particular topics e.g. Sex and Relationships Education. Parents can view the planning for what and when content is being taught by accessing the Academy website.

We encourage parents to work with/seek advice from the academy in order to support them to carry out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about their own family's values in regards to relationships and sex alongside the information they receive at school.

## **10. Dissemination of the Policy**

This policy has been made accessible to parents, teachers and other school staff, and governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE subject lead, Mrs Rawson.

## **11. Policy Review and Development Plan**

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

### ***CURRENT PRIORITIES***

- *Awareness of Internet Safety – from theory in to practice*
- *Development of the use of SCARF resources to ensure coverage*
- *Focus on work around Identity, Diversity, Equality and Inclusion*

## **12. Sources of Further Information**

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

### **This policy should be read in conjunction with the following:**

- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidential Reporting and Whistleblowing policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2021)