Temple Herdewyke Primary School and Nursery

PSCHE/RSHE Policy 2022

Chair of Governors signature:

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Introduction

This is the policy of Temple Herdewyke Primary School on the approach taken to Personal, Social, Citizenship, Health Education (PSCHE) including Relationships, Sex and Health Education (PSCHE/RSHE), approved by the governors November 2022 following a consultation with parents and carers.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017).*

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019).* This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this PSCHE/RSHE policy also covers health education.

This PSCHE/RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2022.*

The following policies are also relevant to this Personal, Social, Citizenship and Health Education and Relationships and Health Education policy:

- Science
- Anti-bullying
- Safeguarding
- Behaviour – Relational
- Spiritual, Moral, Social, and Cultural Development - Human Values (British Values)
- SEN

Definition

PSCHE/RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

PSCHE/RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment. At Temple Herdewyke Primary School we grow happy, responsible and adaptable individuals who are ready to continue their life-journey.

Aims

The aims of our PSCHE/RSHE programme are to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

An effective programme of PSCHE/RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

The Role of the Governor

- Overseeing the development of PSCHE/RSHE
- Providing information to the Local Governing Board.
- Monitor PSCHE/RSHE along with the subject leader of PSCHE/RSHE across the school

The Role of the Headteacher

- Overseeing the development and delivery of PSCHE/RSHE.
- Providing staff with the opportunity to contribute to the development of PSCHE/RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
  Dealing with parents and carers who wish to withdraw a child from sex education.

The Role of the Subject leader

- Leading the development and delivery of effective PSCHE/RSHE.
- Keeping up to date with the development of PSCHE/RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating PSCHE/RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up to date, including on the school website.
- Overseeing external visitors and resources used in PSCHE/RSHE.

The role of all staff

- To understand and implement the policy of PSCHE/RSHE.
- To teach PSCHE/RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Curriculum organisation

The school has chosen to use the Kapow Primary PSCHE/RSHE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.
We believe that the best practice approach is for PSCHE/RSHE to be covered as part of a wider programme of PSCHE education including additional topics such as citizenship and economic wellbeing which also contribute to personal development. See Appendices (A-I) for an overview of the PSCHE/RSHE Curriculum across the school.

Lessons will be delivered across KS1 and KS2 weekly by the class teacher

- for KS1 – lessons should be 40 - 45 minutes long;
- for KS2 – lessons should be 50 - 60 minutes long.

Nursery and Reception classes will deliver Personal, Social and Emotional development within their setting following the statutory Development Matter Statements as part of the Early Years Curriculum.

Opportunities for focus days, visits and visitors are an integral part of our broad and balanced curriculum which are delivered beyond our regular PSCHE curriculum.

Teaching and learning

PSCHE/RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy, and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.

Long term planning

The school has chosen to use the *Kapow Primary RSE scheme of work*, which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the *Kapow Primary RSE curriculum overview*.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up to date.
- Relevant to children.
- Consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school may decide to use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.

- The school will make visitors aware of the school policy for PSCHE/RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The PSCHE/RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

The Kapow Primary lessons that are deemed to be sex education are:

- *Year 5/6: Safety and the changing body, Lesson 5: Conception*
- *Year 5/6: Safety and the changing body, Lesson 6: Pregnancy and birth*

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- In advance the teacher will advise parents as to when the sex education sessions are going to be delivered in school.
- Parents/carers should contact the head teacher by email prior to the day of the lesson.
- Parents/carers will be invited in for a meeting. The meeting will give an opportunity for the school and the parent/carer to discuss concerns, share content of the sessions and to outline the impact on the children of missing sex education lessons.
- Children who are withdrawn will spend the duration of the lesson in a different classroom covering another aspect of the RSE/PSHE curriculum independently.

There is a parents and careers guide to the PSCHE/RSHE curriculum available (Appendix J)

Safeguarding

PSCHE/RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day. RSE lessons will not take place on a Friday afternoon.

Support

It is important, to inform children of the support that is available to them if they are worried about anything raised in a lesson. Support is highlighted to the children; Time to talk posters, class teachers, safeguarding team, worry monsters.

Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating PSCHE/RSHE in line with other subjects.

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This PSCHE/RSHE policy will be available to read and download from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed every three years from November 2022

Appendix A

EYFS Birth to Three Development Matter Statements

Personal, Social and Emotional Development
• Find ways to calm themselves, through being calmed and comforted by their key person.
• Establish their sense of self.
• Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
• Find ways of managing transitions, for example from their parent to their key person.
• Thrive as they develop self-assurance.
• Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
• Feel strong enough to express a range of emotions. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions.
• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
• Develop friendships with other children.
• Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
• Learn to use the toilet with help, and then independently.

Appendix B

EYFS Three to Four Development Matter Statements

Personal, Social and Emotional Development
• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
• Develop their sense of responsibility and membership of a community.
• Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations.
• Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
• Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
• Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
• Understand gradually how others might be feeling.
• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.

Appendix C

EYFS - Early Learning Goals

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Appendix D

RSE & PSHE (Mixed-age) Year 1 and 2

	Families and relationships		Health and wellbeing	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Introduction: Setting ground rules for RSE & PSHE lessons*	Introduction: Setting ground rules for RSE & PSHE lessons*	Understanding my feelings*	Understanding my feelings*
2	Family*	Family*	Relaxation - laughter and progressive muscle relaxation	Steps to success
3	Friendships*	Friendships*	What am I like?	Developing a growth mindset
4	Families are all different	Other people's feelings	Ready for bed?	Being active
5	Other people's feelings	Getting along with others*	Hand washing and personal hygiene	Relaxation: breathing exercises
6	Getting along with others*	Friendship problems*	Sun safety	Healthy diet
7	Friendship problems*	Gender stereotypes*	Allergies	Looking after our teeth
8	Gender stereotypes*	Change and loss	People who help us stay healthy	

RSE & PSHE (Mixed-age) Year 1 and 2

	Safety and the changing body		Citizenship	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Communicating with adults*	Communicating with adults*	Rules*	Rules*
2	People who help to keep us safe in our local community	Road safety*	Similar, yet different *	Similar, yet different *
3	Road safety*	Safety at home	Belonging	Caring for others: Animals
4	Safety with medicines*	Safety with medicines*	Job roles in the community	The needs of others
5	Making a call to the emergency services	What to do if I get lost	Our school environment	Democratic decisions
6	The difference between secrets and surprises	The internet	Our local environment	School council
7	Appropriate contact*	Appropriate contact*		Giving my opinion
8	My private parts are private*	My private parts are private*		

Appendix E

RSE & PSHE (Mixed-age) Year 1 and 2

	Economic Wellbeing	
	Cycle A	Cycle B
1	Money*	Money*
2	Needs and wants*	Needs and wants*
3	Looking after money	Saving and spending
4	Banks and building societies*	Banks and building societies*
5	Jobs*	Jobs*

	Transition	
	Cycle A	Cycle B
1	Transition lesson*	Transition lesson*

Appendix F

RSE & PSHE (Mixed-age) Year 3 and 4

	Families and relationships		Health and wellbeing	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Introductory lesson: Setting ground rules and signposting*	Introductory lesson: Setting ground rules and signposting*	My healthy diary	My healthy diary
2	Friendship issues and bullying*	Friendship issues and bullying*	Diet and dental health	Looking after our teeth
3	The effects of bullying and the responsibility of the bystander	Healthy families	Relaxation - stretches	Relaxation - visualisation
4	Stereotyping - Gender*	Stereotyping - Gender*	Wonderful me	Meaning and purpose - my role
5	Stereotyping - Age/disability*	Stereotyping - Age/disability*	My superpowers	Resilience: breaking down problems
6	Healthy friendships - boundaries	How my behaviour affects others	Celebrating mistakes	Emotions
7	Learning who to trust	Effective communication to support relationships	My happiness	Mental health
8	Respecting differences*	Respect and manners		
9	Change and loss - bereavement*	Respecting differences		

RSE & PSHE (Mixed-age) Year 3 and 4

	Safety and the changing body		Citizenship	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Be kind online	Fake emails	Recycling / reusing*	Recycling? reusing*
2	Cyberbullying	Internet safety: age restrictions	Local community buildings and groups*	Local community buildings and groups*
3	Share aware	Consuming information online	Local council and democracy*	Local council and democracy*
4	Privacy and secrecy	Tobacco	Rules	Diverse communities
5	First Aid: Bites and stings	First Aid: asthma	Rights of the child*	Rights of the child
6	Choices and influences*	Choices and influences*	Human rights	Charity
7	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty		
8	Year 3: Road safety Year 4: Growing up	Year 3: Road safety Year 4: Growing up		

Appendix G

RSE & PSHE (Mixed-age) Year 3 and 4

	Economic Wellbeing	
	Cycle A	Cycle B
1	Spending choices*	Spending choices*
2	Budgeting*	Budgeting*
3	Money and emotions *	Money and emotions *
4	Jobs and careers*	Jobs and careers*
5	Gender and careers	Jobs for me

	Transition	
	Cycle A	Cycle B
1	Coping strategies*	Coping strategies*

Appendix H

RSE & PSHE (Mixed-age) Year 5 and 6

	Families and relationships		Health and wellbeing	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Introduction lesson: Setting rules and signposting*	Introduction lesson: Setting rules and signposting*	Relaxation - yoga	Relaxation - mindfulness
2	Build a friend - what makes a good friend	Friendship skills	The importance of rest	What can I be?
3	Respect*	Respect*	Embracing failure	Taking responsibility for my health
4	Respecting myself	Resolving conflict	Going for goals	The impact of technology on health
5	Marriage	Family life	Taking responsibility for my feelings	Resilience toolbox
6	Bullying	Stereotyping	Healthy meals	Immunisation
7	Stereotyping	Challenging stereotypes	Sun safety	Physical health concerns
8	Challenging stereotypes	Change and loss		Good and bad habits

RSE & PSHE (Mixed-age) Year 5 and 6

	Safety and the changing body		Citizenship	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Online friendships	Critical digital consumers	Breaking the law	Pressure groups
2	Staying safe online	Social media	Prejudice and discrimination	Valuing diversity
3	First Aid: Choking	First Aid: Bleeding	Protecting the planet	Food choices and the environment
4	Alcohol	First Aid: Basic life support	Contributing to the community	Caring for others
5	Drugs, alcohol and tobacco: Influences	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Rights and responsibilities*	Rights and responsibilities*
6	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Year 5: Menstruation Year 6: Conception	Parliament and national democracy*	Parliament and national democracy*
7	Year 5: Menstruation Year 6: Conception	Year 5: Emotional changes in puberty Year 6: Pregnancy and birth		
8	Year 5: Emotional changes in puberty Year 6: Pregnancy and birth			

Appendix I

RSE & PSHE (Mixed-age) Year 5 and 6

	Economic wellbeing	
	Cycle A	Cycle B
1	Borrowing	Attitudes to money
2	Income and expenditure	Keeping money safe
3	Prioritising spending	Stereotypes in the workplace
4	Risks with money	Gambling
5	Careers*	Careers*

	Identity	
	Cycle A	Cycle B
1	Year 6: What is identity?	Year 6: What is identity?
2	Year 6: Identity and body image	Year 6: Identity and body image

	Transition lesson	
	Cycle A	Cycle B
1	Roles and responsibilities*	Roles and responsibilities*

Appendix J

Kapow Primary Parents' and carers' guide for Relationships, Sex and Health Education (RSHE).

From the academic year 2020-2021, all primary schools in England must teach Relationships and Health Education (RSHE). The government has set out guidance about what they expect children to know by the time they leave primary education but it is up to schools to decide how they will teach this. Schools will discuss their approach with parents and carers.

There is no legal requirement for schools to teach sex education but the government recommends children learn about some key areas before they leave primary school.

Many schools will have been teaching these topics for a number of years. As with other subjects, we will work hard to make sure the lessons meet the needs of the children and are age appropriate. These topics are really important in helping children deal with current experiences and also to prepare them for the next stage of their education and ultimately for adult life.

Schools and the government recognise the important role you play in educating your children and this is especially true for RSHE. It is important that children can discuss and ask questions both at home and at school.

What will my child be learning about?

Your child's school has chosen to use lesson plans from Kapow Primary, an online provider of resources for primary schools. These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

The lessons are divided up into three overarching themes:

- Families and relationships
- Health and wellbeing
- Safety and the changing body

Below is a summary of some of the areas covered within each theme:

Families and relationships

- How to form and maintain friendships
- Importance of family
- Different types of families
- Dealing with problems in friendships
- Online relationships, including staying safe
- Stereotyping

Health and wellbeing

- Mental health and wellbeing
- Healthy eating
- Physical activity
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

Safety and the changing body

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed

The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

Will my child have to take part?

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject teachers will ensure that the lesson is taught in a way which means children of all abilities will learn. The government is very clear that they want children with special educational needs (SEN) to be included in these lessons.

As a parent you do **not** have the right to withdraw your child from any of the statutory content on either relationships or health. You only have the right to withdraw your child from the sex education content that we choose to teach, apart from National Curriculum Science. It is recommended that you talk to your child's school about this before making a decision.

Parents and carers are sometimes concerned about the conversations children may have in RSHE lessons, but teachers have lots of ways to make sure children are safe in these lessons. For example, they will have ground rules to make sure children feel confident to share their ideas, they will use things like puppets and stories, so children are discussing a made up characters' experiences rather than their own. They also know the children in their class well and will have a sense of their needs and what they teach will be age appropriate.

It is important to balance what children know already and to prepare them for the future. Discussing issues in the safe learning environment of the classroom before they experience them in real life is very valuable for children.

We will be very happy to share more information with you on how they approach these topics.