

Ladywood Primary School



PSHCE & RSE Policy
June 2023

PSHCE & RSE Intent

We believe that it is through the provision of PSHCE & RSE that our children will be enabled to become healthy, independent and responsible members of society who value difference. At Ladywood we provide a framework in which sensitive discussions can take place. We prepare pupils for puberty and create a positive culture around issues of sexuality and relationships. We help pupils develop self-respect, resilience, self-regulation, empathy and an understanding of mental health. We empower our pupils to tackle barriers to learning, raise aspirations, improve their life chances and become a positive citizen in a forever changing community.

Statutory requirements

That national curriculum states 'Personal, social, health, citizenship education. (PSHCE) education is an important and necessary part of all pupils' education'. 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. At Ladywood we teach PSHCE & RSE as set out in this policy.

What is PSHCE & RSE?

PSHCE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. PSHCE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

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.

Implementation

At Ladywood Primary School we deliver a PSHCE & RSE curriculum through Personal development (PD) lessons which reflects the needs of our pupils. We believe that PSHCE & RSE plays a vital part of primary education and as well as discrete focused lessons, it is also embedded throughout the curriculum. PSHCE & RSE is integral to the development of children's values in order for them to become a positive citizen in a forever changing community.

In Foundation Stage, we plan from the 'Personal, Social and Emotional Development' area of the Early Years Foundation Stage. We plan carefully for play opportunities in order to develop children's skills and attitudes.

In KS1 and KS2 class teachers are responsible for the delivery of PSHCE & RSE. We have developed our curriculum using guidance from the PSHCE association and taking into account the age, needs, and feelings of our pupils. We also use 1decision programme which is a series of documentaries and videos with alternative endings, which enable children to explore various topics in a safe, educational environment. KS1 and KS2 classes also have access to 1decision which provides videos and interactive content which complements themes explored in sessions and encourages children to think about choices.

PSHCE & RSE is taught both discretely and within other curricular areas. 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.

In addition to specific lessons, issues are discussed regularly in class council meetings, circle times, assemblies and informal discussions.

- The children are encouraged to take part in a range of activities that promote active citizenship e.g. charity fundraising, planning school special events and interacting with the elderly and the wider local community at Christmas and Harvest time etc.
- Children have the opportunity to hear visiting speakers, e.g. health workers, police, theatre groups, local clergy etc. whom we invite into school to talk about their role in creating a positive and supportive community.

Primary sex education is delivered in year 6 during which the summer term will focus upon preparing boys and girls for the changes that adolescence brings and how a baby is conceived and born. We usually have two members of staff present for each session whenever possible. Year 5 and year 6 pupils do separate into two groups (boys and girls). We provide a safe and open environment where pupils may ask questions. Clear ground rules are established at the start of the series of lessons.

PSHCE and RSE Relationships education focuses on eight core areas including:

- Healthy lifestyle
- Growing and changing
- Keeping safe
- Feelings and emotions
- Healthy relationships
- Valuing difference
- Rights and responsibilities
- Caring for the environment
- Money
- Mental health and well-being.

For more information about our curriculum, see our intent documents.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Strategies for Supporting Pupils Development of RSE in School

Within the planning of our PSHCE & RSE curriculum we ensure equal access for all children taking into account SEND, gender, ability, sexuality, physical needs, race, faith and cultural heritage.

There are several pathways available for children who need support including:

- A constant focus on positive recognition and reward through whole school systems.
- A classroom problem can be solved via circle time or discussions.

- Children know that all staff within school are approachable and will listen.
- Our inclusion manager and mental health lead, Mrs Roystone is available for children and parents who require one to one support.

In addition to this for children who are struggling with life events or emotional developmental needs the Thrive approach is used so that differentiated provision can be put into place quickly to make learning more accessible and repair interruptions within the developmental strands including; being, doing, thinking, power and identify and skills and structure. We have Six Thrive practitioners currently trained who support class teachers to identify, assess and plan for individuals and groups of children who need targeted support.

Impact

The impact of PSHCE & RSE will be seen through our pupils who will be able to explain what they are personally focusing on to become better citizens in our school community and the world beyond.

Children will:

- Demonstrate and apply the British Values of democracy, tolerance, mutual respect as well as following rules and laws.
- Demonstrate a healthy outlook towards school and behaviour will be good.
- Become healthy and responsible members of society who demonstrate independence.
- Know how to keep themselves safe, manage risk and have an age appropriate understanding of themselves and others.
- Be able to make informed decisions.
- Will be on their journey preparing them for life and work in modern Britain.
- Recognise the importance of their own mental health and well-being.
- Develop good relationships and respect the differences between members of the school and the wider community.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHCE & RSE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The skills and attributes developed through PSHCE & RSE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost

social mobility. By the time they leave Ladywood, we aim to enable our learners to become healthy, independent and responsible members of a society. They will understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from sex education.

The above paragraph will be enforced from September 2020.

Training

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

Assessment & Reporting

Foundation stage children's development is documented in their learning journeys and tracked using educator. In KS1 and KS2, a record of children's work is in their individual curriculum files. Teachers assess their children through observation and knowledge of their children.

Roles and responsibilities

The governing board

The governing board will approve the PSHCE & RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that PSHCE & RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

PSHCE & RSE Leader

It is the responsibility of the co-ordinator to:

- Liaise with other members of staff
- Arrange training support for teaching and non-teaching staff

- Liaise with other agencies • Ensure continuity, progression and appropriateness
- Gather, organise and disseminate information and resources.
- Actively promote principles of PSHCE & RSE within school.
- Monitor pupils work, planning and PSHCE & RSE sessions.
- Support CT and KATA's to highlight children's need for support including 1-1 and small group work using Thrive assessment tools.

Class teachers and HLTAs:

Class teachers are responsible for:

- Delivering PSHCE & RSE in a sensitive way
- Modelling positive attitudes to PSHCE & RSE
- Monitoring progress
- Responding to the needs of individual pupils using Thrive assessment tools.
- Responding appropriately to pupils whose parents wish them to withdrawn from the non-statutory components of PSHCE & RSE

TAs:

- Support the delivery of PSHCE & RSE in a sensitive way
- Modelling positive attitudes to PSHCE & RSE
- Responding to the needs of individual pupils using Thrive assessment tools.
- Plan for and provide 1-1 and small group Thrive intervention for children who require support.

Staff do not have the right to opt out of teaching PSHCE & RSE. Staff who have concerns about teaching PSHCE & RSE are encouraged to discuss this with the headteacher.

Pupils

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

Monitoring

The PSHCE & RSE co-ordinator, Mrs Marsden, will monitor PSHCE & RSE by collecting evidence e.g. photographs, monitoring, book looks and pupil interviews.

Monitoring and Review

The PSHCE & RSE lead will review this policy biannually. The SLT may determine that this policy needs to be reviewed earlier for example if the Government introduces new regulations, or if the SLT receives recommendations on how the policy and practice might be improved.

Policy updated by Kelly Marsden in June 2023

Policy Review due June 2025