

Misterton Primary and Nursery School

PSHCE/RSHE Policy

Reviewed and Agreed by Governing Body: October 2021

Shared with staff and parents/carers: September 2021

To be reviewed: September 2022

PSHCE/RSHE lead: Suzanne McNamara

Curriculum Intent

At Misterton Primary School the children are at the heart of everything that we do. Through the application of an ambitious, vocabulary rich National Curriculum we embed sequenced skills, knowledge and understanding. Beyond this, our children engage in the shaping of the curriculum we teach, to motivate and inspire a love of learning.

The school community ensures that each child's wellbeing is supported and strengthened to create healthy, kind and respectful citizens for the future. Through this, individuality is nurtured and celebrated. Our local position and context is used as a key resource within our curriculum as a base to explore the diverse wider world through cultural capital.

The children are reflective of when to actively deepen their learning by having aspirations of themselves in order to achieve highly. Through a growth mindset approach, children's resilience and independence prepares them for the transition into the next stage of their learning and the whole child is developed.

Rationale

From September 2020, Relationships and Health Education has been compulsory for all primary aged pupils. The DfE continues to recommend that all primary pupils should have a sex education programme that is tailored to the age and maturity of the pupils.

At Misterton Primary School we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of the PSHCE (Personal, Social, Health and Citizenship Education) curriculum. The programme seeks to support the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

All schools are required to comply with the relevant requirements of the Equality Act (2010) and should pay particular attention to the Public Sector Equality Duty (PSED). Under the provision of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Misterton Primary School ensures that the PSHCE and RSE curriculum is accessible to all pupils, and complies with the SEND Code of Practice.

We are aware we need to be mindful of and respectful to a range of cultural and faith beliefs and will make every attempt to be appropriately sensitive; equally it is essential that all of our pupils have access to the information and learning they need to stay safe, healthy and understand their rights as individuals.

We understand that all pupils deserve access to honest, open and factual information to help form their own beliefs and values, free from bias, judgement or the personal beliefs of those who teach them.

Policy Development

This policy has been developed in consultation with the whole school community, including the headteacher, members of staff, the governing body, parents/carers and the pupils. It will be reviewed annually, with the most recent version being made available on the school website - if you would like a paper copy, please contact the school office.

Parental right to withdraw

In line with statutory guidance, parents/carers have the right to withdraw their child(ren) from some or all of the sex education aspects of the RSHE/PSHCE curriculum. This does not include those aspects which come under the Science curriculum (including but not exclusively: parts of the body, changes, reproductive systems, menstrual cycle and birth as a life process).

Please do speak to school should you wish to discuss any concerns or questions you have regarding what your child is being taught. In the first instance please communicate with your child's class teacher. If required, the subject lead (Suzanne McNamara) can be contacted via the school office.

To withdraw your child from the sex education curriculum, please put your request in writing to the school office. We will provide your child with suitable work to complete during the session(s) they are absent from.

Roles and Responsibilities

- The Headteacher has overall responsibility for the policy and its implementation, including liaising with others and appointing a designated subject lead
- The subject lead will:
 - Write and review the policy, ensuring it complies with statutory documents
 - Ensure the policy is communicated with staff, parents/carers, pupils and the wider community (where appropriate)
 - Implement the policy and review its effectiveness
 - Support staff with delivering the curriculum content and provide training opportunities where necessary
 - Monitor and quality assure the PSHCE/RSHE curriculum to ensure continuity and progression
 - Liaise with school staff, specialist outside agencies and the wider community to further support our PSHCE/RSHE curriculum, including to provide more opportunities and expertise for our pupils
 - Update and support staff with any updates, resources or initiatives to benefit the PSHCE/RSHE curriculum

Aims of the PSHCE/RSHE curriculum

The aim of the PSHCE curriculum is to allow our pupils to become healthy, kind and respectful citizens of the future. Through a carefully reviewed programme of study, our pupils will develop their understanding of themselves, including how they can keep themselves healthy and happy. They will develop their understanding of relationships,

including friendships, getting on with others and managing conflict. Pupils will develop their resilience and growth mindset from the ongoing work we do which comes into everyday work in the classroom. They will explore a range of ways in which they can keep themselves and others safe, including how to stay safe online and what to do if they feel unsafe or need adult support. Pupils will learn about the wider world around them and that everybody is different, but should be treated equally and respectfully. Pupils will look at all aspects of diversity and equality in an inclusive and non-judgemental way, ensuring opportunities to challenge all forms of discrimination including unconscious bias.

The RSHE curriculum covers more biological facts and information. We use the provider 'Big Talk Education' annually which is a programme delivered to all pupils from FS1 to Year 6. We also supplement this with other work throughout the year to further develop pupils' understanding and knowledge.

The PSHCE/RSHE Curriculum

RSHE focuses on relationships and sex education. It is delivered annually by 'Big Talk' and also through additional sessions by school staff.

Year Group	Coverage
FS1	Differences between boys and girls Naming body parts Areas of the body which are private and should not be touched unless the child is happy and gives consent
FS2 Year 1 Year 2 Year 3	Develop and reinforce what was covered in Nursery Identify happy situations and those which may be risky Who to talk to if they are worried
Year 4 Year 5 Year 6	Different kinds of families The emotional and physical changes of growing up Similarities and differences between boys and girls (including transgender) Coping with different emotions Looking after our bodies as they change - puberty Reproduction How to be safe and healthy - including building on identifiable risks Personal safety

This information is taken from Big Talk Education 2021

PSHCE is delivered in a variety of ways including but not limited to: specific classroom lessons, assemblies, visitors, work with the Health Mentor or other specialist members of staff. All pupils have access to the PSHCE curriculum. At times, some pupils may take part in additional sessions which have been identified to support them with their social, emotional or health needs.

There is a PSHCE theme for the week which is covered in assemblies and in class work. These themes come from key areas including the PSHCE key areas, the world around us, special themes and events and other areas which have been identified to benefit our pupils at Misterton.

In addition to this, there is a clear plan for each year group, ensuring coverage and progression of each key area:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1/FS2	Online safety Feelings	Working with others Looking after ourselves	Who helps us?	Online safety	Who is special to us?	Feelings
1	Online safety Relationships Similarities and differences	Health and wellbeing How can we stay healthy?	Staying safe Who helps us?	Online safety	Relationships Who is special to us?	Wider world How can we look after each other and the world?
2	Online safety Relationships What makes a good friend?	Relationships Bullying	Health and wellbeing Feelings	Online safety Staying safe What helps us stay safe?	Health and wellbeing How we grow and stay healthy	Living in the wider world Jobs people do
3	Online safety Relationships Being a good friend	Health and wellbeing What keeps us safe?	Health and wellbeing Eating well Looking after our teeth	Online safety Living in the wider world What makes a community?	Health and wellbeing Keeping active Sleeping well	Relationships What are families like?
4	Online safety Relationships Respecting each other	Health and Wellbeing Managing our feelings Keeping healthy	Health and Wellbeing What are our strengths, skills and interests?	Online safety Health and wellbeing How will we grow and change?	Living in the Wider World How can our choices make a difference?	Staying safe How can we manage risk in difference places?
5	Online safety Health and Wellbeing Keeping healthy	Health and Wellbeing What makes a person's identity?	Health and Wellbeing How can we help in an accident or emergency?	Online safety Relationships How can we communicate safely and effectively?	Living in the Wider World Money and financial decisions	Living in the Wider World What jobs would we like?

6	Online safety Health and Wellbeing Managing feelings Managing conflict	Health and Wellbeing How can we stay healthy? Linked to independence Living in the Wider World Future aspirations	DARE (Drug abuse resistance education)	Online safety Living in the Wider World How can other people and the media affect us?	Living in the Wider World How do our actions and choices affect others and the world?	Living in the Wider World Moving to secondary school Changes
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Confidentiality and Child Protection

Discussions as part of PSHCE/RSHE work may lead to disclosures from pupils. It is essential that those teaching the subject are familiar with child protection procedures.

Managing Difficult Questions

It is inevitable that 'difficult' questions will arise, due to the nature of the work covered as part of the curriculum. All questions will be addressed with sensitivity and at an age-appropriate level. It may be necessary to speak with parents/carers about these questions so that they can support their child at home and provide more information if necessary. Consideration will be taken into account regarding different viewpoints such as religious and cultural beliefs.

Recording and Reporting

Teachers assess the children's work in PSHCE by making informal judgements as they observe them during lessons measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

In PSHCE there are two broad areas for assessment:

1. **Children's knowledge and understanding**, for example, information on health, understanding of rules, understanding of health and safety procedures and the meaning of ideas including democracy.
2. **How well children can use their knowledge and understanding in developing skills and attitudes**, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

We report on children's achievements in PSHCE in their personal reports once a year. If necessary, staff will contact parents/carers at other times should the need arise eg to discuss friendship difficulties or behaviour.

Our weekly Celebration Assembly includes an award for Care, Compassion, Kindness and Hope and children are supported to follow the agreed '25 Rules of Kindness.'

Inclusion

We teach PSHCE to all children, regardless of their ability. Staff provide learning opportunities matched to the individual needs of all.

Monitoring and review

The PSHCE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHCE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.