



BRIGSTOCK LATHAM'S CE PRIMARY SCHOOL

PSHE and RSE Policy

<i>Reviewer</i>	<i>Louise Sadler</i>
<i>Reviewer role</i>	<i>PSHE and RSE Lead</i>
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1 Aims and Objectives

1.1 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.

1.2 Health Education is also statutory in all schools.

1.3 At Brigstock Latham's Primary school, we 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.

2 What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is

2.1 Our PSHE education 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.

2.2 The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school 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. Understand how society works and the laws, rights and responsibilities involved.

2.3 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.

3 How PSHE education, including Relationships Education, is provided and who is responsible for this

At Brigstock Latham's school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the thematic half termly units suggested by the PSHE Association and adapt the SCARF scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The Young Governors are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, works in conjunction with teaching staff in each year group (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 thematic half termly units provided by SCARF for each year. 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 SCARF as our PSHE resource 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 SCARF 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 the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

4 Curriculum Coverage

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 SCARF programme divides the year into 6 themed units. We are following the model suggested by the PSHE Association.

1. Families, Friendships and Safe Relationships
2. Respecting Ourselves and Others
3. Belonging to a Community
4. Media Literacy, Digital Resilience, Money and Work
5. Physical Health and Mental Wellbeing
6. Growing, Changing and Keeping 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. This includes learning what happens in 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.

5 Teaching and Learning

- 4.1 PSHE lessons are taught once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.
- 4.2 To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a set of ground rules at the beginning of each lesson (see appendix 1). This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy. Where staff require additional clarification, this will be sought from a member of our SLT.
- 4.3 Support is provided to children experiencing difficulties on a one-to-one basis, via our Family Support Worker. Relevant leaflets, websites and posters can be found on display

referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

5 Monitoring, Evaluation and Assessment

5.1 We monitor and assess learning within PSHE at Brigstock Latham's Primary School by using a range of 'I can' statements which summarise the children's learning against the unit's key learning outcomes.

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.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

6 Inclusion

6.1 It is not our school's policy to withdraw pupils with special educational needs from PSHE education 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).

6.2 SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

6.3 Our school 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 together 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.

6.4 Our school 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.

6.5 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.

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

7 Parental concerns and withdrawal of students

7.1 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, prior to teaching.

7.2 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.

7.3 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.

7.4 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 through class/year group meetings either face to face or virtually. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

8 Monitoring arrangements

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

9 Links with other policies

- Safeguarding policy
- SEND Policy and Information Report
- Equality Objectives
- Anti-bullying strategy
- **Appendix 1: Ground Rules used at the start of each PSHE lesson**

Our ground rules are progressive and build as children move throughout the school. The appropriate rules, as suggested by the PSHE Association, are on display in each classroom.

Reception PSHE Ground Rules

I can **share** my thoughts and ideas.

I can ask **questions**.

I can **listen** to others and show **respect** when they speak.

I can ask for **help** from another person or an adult.

I know that school is a **safe place**.

KS1 PSHE Ground Rules

Sharing – we can be open and honest and feel understood. We have the right not to share something we are not comfortable with.

No judging– no one should make assumptions about us or be unkind about the things we share.

Privacy – no one should repeat anything you talk about within our group to anyone outside of the group unless it is for your safety.

Explore – we have the right to be curious about subjects and to ask questions about things we want to learn about.

Respect – everyone in the room should use appropriate language and tone with each other. We listen attentively and give others the right to speak.

Ask for help – If you need help from another person or an adult, school is a safe space for you to ask for it.

KS2 PSHE Ground Rules

Openness: We will be open and honest about our feelings and thoughts only.

Keep the Conversation in the Room: We have a safe and respectful classroom, where we can share and listen to one another.

Non-Judgemental approach: We may disagree but we will keep our thoughts and opinions respectful with an open mind.

Right to pass: We know taking part and sharing is important but we can choose to not share if we aren't feeling confident or comfortable.

Make no assumptions: We will not make assumptions about other people's points of view. We will listen carefully and respectfully to their opinion.

Using appropriate language: We will use the correct terms so that we do not offend anyone. We will ask our trusted adults if we are unsure.

Asking questions: Our questions will be valued and heard by everyone, especially our trusted adults and this will work both ways.

Seeking help and advice: We will learn where to seek help and advice, and if we are unsure we will ask a trusted adult.

Appendix 2: Long term plan showing additional PSHE opportunities based on our specific context

This document outlines the progression of skills for each theme. As we have mixed-age classes in our school, our PSHE curriculum operates on a two-year rolling programme from

YR-6. Items in bold italics are additional PSHE lessons which we have deemed essential for our cohort of children

	Autumn 1 Families, friendships and safe relationships Protective Behaviours and Trusted adults NSPCC Speak Out, Stay Safe	Autumn 2 Respecting ourselves and others Road safety awareness Anti-bullying week Stranger Danger	Spring 1 Belonging to a community Children's mental health Week Internet Safety Day	Spring 2 Media Literacy, digital resilience, money and work Financial Awareness	Summer 1 Physical health and mental wellbeing Healthy Eating Dental Hygiene	Summer 2 Growing, changing and keeping safe Sun and water safety Pantosaurus (Reception/KS1)
Reception	1. All about me 2. What makes me special 3. Me and my special people 4. Who can help me? 5. My feelings 6. My feelings	1. I'm special, you're special 2. Same and different 3. Same and different families 4. Same and difference homes. 5. I am caring. 6. I am a friend.	1. What's safe to go onto my body 2. Keeping myself safe – what's safe to go into my body? 3. Safe indoors and outdoors 4. Listening to my feelings 5. Keeping safe online 6. People who help to keep me safe.	1. Looking after my special people. 2. Looking after my friends. 3. Being helpful at home and caring for our classroom 4. Caring for our world 5. Looking after money – recognising, spending and using 6. Looking after money – saving money and keeping it safe	1. Bouncing back when things go wrong 2. Yes I can! 3. Healthy eating 4. My healthy mind. 5. Move your body. 6. A good night's sleep	1. Seasons 2. Life stages – plants, animals, humans 3. Life stages – human life stage –who will I be? 4. Where do babies come from? 5. Getting bigger 6. Me and my body –girls and boys
Year 1	1. Who are our special people? 2. Our special people balloons 3. Same or different? 4. Surprises and secrets 5. Good or bad touches 6. Who can help? 7. Who can help?	1. Harold has a bad day 2. It's not fair 3. Why we have classroom rules 4. Harold's school rules 5. Good friends	1. Taking care of something 2. Around and about the school 3. How are you listening? 4. Pass on the praise! 5. Sharing pictures	1. Harold's money 2. How should we look after our money? 3. Eat well 4. Harold's wash and brush up 5. Catch it! Bin it! Kill it!	1. I can eat a rainbow 2. Super sleep 3. Healthy me 4. Thinking about feelings 5. Our feelings 6. Feelings and bodies	1. Harold loses Geoffrey 2. Harold learns to ride his bike 3. Then and now 4. What could Harold do? 5. Taking care of a baby? 6. Good or bad touches? 7. Basic first aid
Year 2	1. Being a good friend 2. Getting on with others	1. Don't do that! 2. Types of bullying 3. Feeling safe	1. What makes us who we are? 2. Our ideal classroom part 1	1. Playing games 2. Harold saves for	1. My body needs 2. What does my body do? 3. You can do it!	1. Respecting privacy 2. Fun or not? 3. How safe would you feel?

	3. My special people 4. Let's all be happy 5. An act of kindness 6. Should I tell? 7. I don't like that!	4. Solve the problem 5. A helping hand 6. How are you feeling today? 7. How do we make others feel?	3. Our ideal classroom part 2 4. How can we look after our environment? 5. When I feel like erupting 6. When someone is feeling left out	something special 3. Harold goes camping 4. Harold's postcard – helping us keep clean and healthy 5. My day 6. Harold's bathroom	4. Sam moves away 5. Haven't you grown! 6. My body, your body	4. What should Harold say? 5. Harold's picnic 6. Basic first aid 7. Some secrets should never be kept
LKS2 23/24	1. Ok or not ok? 2. Ok or not ok? 3. Friend or acquaintance? 4. An email from Harold 5. Who helps us stay healthy and safe? 6. Different feelings 7. Secret or surprise?	1. Under pressure 2. How dare you! 3. Human machines 4. The people we share our world with 5. Islands 6. What makes me ME! 7. What would I do?	1. Can you sort it? 2. Making choices 3. Harold's Seven Rs 4. Volunteering is cool 5. How do we make a difference? 6. My school community	1. Picture wise 2. That is such a stereotype 3. In the news! 4. Raising challenge 5. Why pay taxes? 6. It's your right	1. SCARF hotel 2. All change! 3. Basic first aid 4. When feelings change 5. Safety in numbers 6. Moving house	1. My feelings are all over the place 2. Danger, risk or hazard? 3. Keeping ourselves safe 4. Medicines: check the label 5. Know the norms 6. My changing body (Y4) 7. Allergy awareness
LKS2 24/25	1. Family and friends 2. Looking after our special people 3. Our friends and neighbours 4. Secret or surprise? 5. Zeb 6. Helping each other to stay safe 7. Safe or unsafe?	1. Respect and challenge 2. How can we solve this problem? 3. Getting on your nerves! 4. Friends are special 5. For or against? 6. Tangram team challenge 7. Thunks	1. As a rule 2. My community 3. Our helpful volunteers 4. Harold's environment project 5. Super searcher 6. None of your business!	1. Relationship tree 2. recount task 3. Can Harold afford it? 4. Earning money 5. Top talents 6. I am fantastic!	1. Derek cooks dinner (healthy eating) 2. Body team work 3. Poorly Harold 4. Help of harm? 5. Alcohol and cigarettes: the facts 6. Let's celebrate our differences	1. Body space 2. The risk robot 3. Danger or risk? 4. Dan's dare 5. Basic first aid 6. Basic first aid 7. Sun safety
UKS2 23/24	DARE Project 1. Alcohol 2. Dealing with stressful situations 3. What is peer pressure? 4. Balancing risks and consequences 5. Just different 6. Let's communicate 7. To the point 8. More than just talk 9. Becoming a good citizen 10. My support network		1. Challenging gender stereotypes 2. Media manipulation 3. We have more in common than not 4. Tolerance and respect for others 5. It's a puzzle 6. Think before you click!	1. Traffic lights 2. Two sides to every story 3. Fakebook friends 4. I look great! 5. What's it worth? 6. This will be your life!	1. Five ways to wellbeing project 2. Joe's story 3. Our recommendations 4. Is this normal? 5. Helpful or unhelpful – managing change 6. What's the risk?	1. Rat pack 2. What sort of drug is ...? 3. Drugs: it's the law 4. Alcohol: what is normal? 5. Pressure online 6. Growing up and changing bodies 7. Allergy awareness

UKS2 24/25	1. Qualities of friendship 2. How good a friend are you? 3. Being assertive 4. Relationship cake recipe 5. Independence and responsibility 6. Taking notice of our feelings 7. Dear Ash	1. I'm a teenager – get me out of here! 2. How are they feelings? 3. Happy being me 4. Kind conversations 5. Collaboration challenge! 6. The land of the red people 7. Local councils	1. Rights, responsibilities and duties 2. My school community 3. Mo makes a difference 4. Star qualities? 5. Spot bullying 6. Communication	1. Fact or opinion? 2. Play, like, share 3. Different skills 4. Challenging gender stereotypes 5. Give and take 6. Spending wisely	1. Smoking: what is normal? 2. Would you risk it? 3. It all adds up! 4. What's the story? 5. Stop, start, stereotypes 6. Is it true?	1. Growing up and changing bodies 2. Basic first aid including sepsis awareness 3. Ella's diary dilemma 4. Our emotional needs 5. Decision dilemmas 6. v:aping: healthy or unhealthy 7. Sun safety
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