



Barlaston C.E. (VC) First School

“Let Your Light Shine” Matthew 5:16

PSHE and RSE Policy

Our Vision Statement

Let your light shine through family, friendship and faith

Our Spirituality Vision

Spirituality is an ever changing journey through life, connecting each individual with something bigger than themselves

Equality Statement

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Dyslexia Statement

To ensure that children on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on.

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment

Intent

This policy outlines the approach Barlaston First School will take in covering the curriculum for PSHE (Personal, Social, Health Education) and RHE (Relationships and Health Education)

At Barlaston, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. This will enable them to flourish as they grow and thrive. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. PSHE and RHE supports children and young people's personal development including their spiritual, moral, social and cultural development.

Our intent is 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. This is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe, nurturing learning environment, where all can let their light shine.

The intention of our programme is 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.

Implementation

The school adopts a whole school theme with topics that are covered by each class at the same time during the school year. These are linked to our three Christian Values of Family, Friendship and Faith.

PSHE and RHE are taught as lessons, but the teachings of this subject are incorporated and embraced in all areas of our school curriculum and school life.

Lessons are taught weekly allowing enough time for children to explore the topics and reflect on their own learning. Where appropriate, focus days, visits and visitors will be used

to enhance the children's learning. Any cross-curricular links, such as in science, will be recognised in planning.

Work is gathered and displayed in class folders. PSHE and RHE work produced by the children is also displayed around the school.

Teaching and Learning PSHE and RHE is delivered in line with our teaching and learning policy. However, as the subject deals with real-life experiences, it is important that we establish a safe and positive learning environment using the following approaches in school:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, and privacy.
- Using clear language to avoid misunderstandings.
- 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.
- Using a variety of groupings to enhance learning.

Impact

The PSHE and RHE curriculum are entwined very closely with our ethos and Christian values, so the impact of this teaching is very clear to see. This is seen by happy, well rounded and well balanced pupils, who are confident to have a voice and share their understanding. They are able to articulate their understanding of their PSHE and RHE learning and how this helps them to grow in many ways and how it is linked to our Christian values. Pupil voice evidences that children are well prepared for the next stage of their schooling when they leave us at the end of year 4.

Below are the two year rolling programme for PSHE and RHE

PSHE and RSE Key Stage One Year A		
Family	Friendship	Faith
Autumn 1 “Be Your Best Self”	Spring 1 “Be Your Best Self”	Summer 1 “Be Your Best Self”
<ul style="list-style-type: none"> • Believe in yourself • The Learning Pit • Self Confidence- the key to success • Growth mindset and fixed mindset • When the going gets tough • The power of yet 	<ul style="list-style-type: none"> • The learning Pit • Making good choices • Manners • Self esteem • Be your own best friend 	<ul style="list-style-type: none"> • The learning pit • Eating well • Sleeping well • Be active • Importance of hygiene • Keeping safe in the sun
Autumn 2 “Families and Money”	Spring 2 “You’ve got a friend in me!”	Summer 2 “Believe, pray, love”
<ul style="list-style-type: none"> • What is a healthy family life? What are the qualities of family life? • Respecting different types of family • Our school family and God’s family • How to help someone who is ill/ had an 	<ul style="list-style-type: none"> • What makes a good friend? • How can others hurt your feelings? What should you do? • Simple strategies for sorting out arguments with friends in a good way • How to play together and ask for help if you feel unhappy 	<ul style="list-style-type: none"> • I am unique and special • We all have feelings, recognise and name different feelings. • Recognise that not everyone has the same feelings at the same time, or about the same thing

<p>accident and how to dial 999</p> <ul style="list-style-type: none"> • The importance of telling someone is something is happening in your family that isn't right. Don't keep adult secrets, and what to do if they feel unsafe at home • All families need money. People have jobs to help them to pay for things • Money needs to be looked after, different ways of doing this • Jobs that people do 	<ul style="list-style-type: none"> • What to do if they feel unsafe for themselves or others? • What to do if someone is being bullied • How to respond if physical contact makes them feel uncomfortable or unsafe, and techniques for resisting pressure from friends to do something which may make them unsafe 	<ul style="list-style-type: none"> • How to manage big feelings, and how to calm yourself down. • Recognise when you need help with feelings, and how to manage when finding things difficult • How can we look after the environment? • How people and living things need caring for out about.
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PSHE and RSE Key Stage One Year B		
Family	Friendship	Faith
Autumn 1 "Be Your Best Self"	Spring 1 "Be Your Best Self"	Summer 1 "Be Your Best Self"
<ul style="list-style-type: none"> • Believe in yourself • The Learning Pit • Self Confidence-the key to success 	<ul style="list-style-type: none"> • The learning Pit • Making good choices • Manners • Self esteem 	<ul style="list-style-type: none"> • The learning pit • Eating well • Sleeping well • Be active

<ul style="list-style-type: none"> • Growth mindset and fixed mindset • When the going gets tough • The power of yet 	<ul style="list-style-type: none"> • Be your own best friend 	<ul style="list-style-type: none"> • Importance of hygiene and medicine • Dental hygiene
<p>Autumn 2 “Families and Money”</p>	<p>Spring 2 “Safety online!”</p>	<p>Summer 2 “Believe, pray, love”</p>
<ul style="list-style-type: none"> • Why are rules needed? • Recognise risk in everyday situations and what action to take to minimise it • How do we keep safe at home? Including electrical appliances, matches etc • How to keep safe around medicines and household cleaning products • How to keep safe in different environments eg beach, shops road • People whose job it is to keep us safe/ roles in the community • Some people are paid to do jobs, this allows people to save and spend money 	<ul style="list-style-type: none"> • If someone is not treating you right on/ off line you must tell a trusted adult? • Know that someone may pretend to be a different person on line? • Simple strategies for sorting out arguments with friends in a good way • To know that some things on/ off line are private and the importance of keeping parts of your body covered in underwear, private • What to do if they feel unsafe for themselves or others? To know that there are rules and age restriction to keep us safe • What to do if someone is being bullied 	<ul style="list-style-type: none"> • I am unique and special • My hobbies and interests • I have many strengths . • The importance of respect and respecting yourself • How am I the same/ different than others? • What is kind/ unkind behaviour? • Preparing for your new class

<ul style="list-style-type: none"> Differences between needs and wants with money 	<ul style="list-style-type: none"> How to respond if physical contact makes them feel uncomfortable or unsafe, and techniques for resisting pressure from friends to do something which may make them unsafe 	
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PSHE and RSE Key Stage Two Year A		
Family	Friendship	Faith
Autumn 1 “Be Your Best Self”	Spring 1 “Be Your Best Self”	Summer 1 “Be Your Best Self”
<ul style="list-style-type: none"> Believe in yourself The Learning Pit Self Confidence- the key to success Growth mindset and fixed mindset When the going gets tough The power of yet 	<ul style="list-style-type: none"> The learning Pit Making good choices Manners Self esteem Be your own best friend 	<ul style="list-style-type: none"> The learning pit Eating well. Dangers of smoking and drugs Sleeping well Be active Importance of hygiene Keeping safe in the sun
Autumn 2 “Families and Money”	Spring 2 “You’ve got a friend in me!”	Summer 2 “Believe, pray, love”
<ul style="list-style-type: none"> What is a healthy family life? What are the qualities of family life? 	<ul style="list-style-type: none"> What makes a good friend? How friendships support wellbeing 	<ul style="list-style-type: none"> I am unique and special, recognising their individuality and personal qualities

<ul style="list-style-type: none"> • Respecting different types of family. That people who love and care for each other can be married, living together or living apart • Our school family and God's family <p>Different family types, eg single parents, different sex couples, same sex couples, step parents, foster family</p> <ul style="list-style-type: none"> • The importance of telling someone is something is happening in your family that isn't right. Don't keep adult secrets, and what to do if they feel unsafe at home • To recognise the reason for rules and laws • To understand human rights 	<ul style="list-style-type: none"> • Recognise there are different types of relationships e.g. friend, family, online • Simple strategies for sorting out arguments with friends in a good way • The importance of seeking support if you are lonely or excluded • What to do if they feel unsafe for themselves or others? • How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies to manage this • How to respond if physical contact makes them feel uncomfortable or unsafe, and techniques for resisting pressure from friends to do something which may make them unsafe 	<ul style="list-style-type: none"> • We all have feelings, recognise and name different feelings. • How to manage set backs and failures and how to re-frame unhelpful thinking • Recognise that not everyone has the same feelings at the same time, or about the same thing • How to manage big feelings, and how to calm yourself down. • Recognise when you need help with feelings, and how to manage when finding things difficult • How can we look after the environment? • How people and living things need caring for out about. • Strategies to manage transition between classes and key stage/new school
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PSHE and RSE Key Stage Two Year B

Family	Friendship	Faith
<p>Autumn 1 “Be Your Best Self”</p>	<p>Spring 1 “Be Your Best Self”</p>	<p>Summer 1 “Be Your Best Self”</p>
<ul style="list-style-type: none"> • Believe in yourself • The Learning Pit • Self Confidence-the key to success • Growth mindset and fixed mindset • When the going gets tough • The power of yet 	<ul style="list-style-type: none"> • The learning Pit • Making good choices • Manners • Self-esteem and self-respect • Be your own best friend 	<ul style="list-style-type: none"> • The learning pit • Eating well and the importance of mental health • Sleeping well • Be active • Importance of hygiene and medicine • Dental hygiene
<p>Autumn 2 “Families and Money”</p>	<p>Spring 2 “Safety online!”</p>	<p>Summer 2 “Believe, pray, love”</p>
<ul style="list-style-type: none"> • Why are rules needed? • Recognise risk in everyday situations and what action to take to minimise it • How do we keep safe at home? Including electrical appliances, matches etc. • How to keep safe around medicines and household cleaning products 	<ul style="list-style-type: none"> • If someone is not treating you right on/ off line you must tell a trusted adult? • Know that someone may pretend to be a different person on line? • To Know that the internet and social media can be used both positively and negatively • The importance of balancing time online and other activities 	<ul style="list-style-type: none"> • I am unique and special • My hobbies and interests • I have many strengths. • The importance of respect and respecting yourself • How am I the same/ different than others? • What is kind/ unkind behaviour? • Our community and different people that make that community.

<ul style="list-style-type: none"> • How to keep safe in different environments eg beach, shops road • That people's spending decisions can affect others and the environment eg fairtrade, buying single-use plastic • Recognise that people have different attitudes towards saving and spending money; what influences people's decisions • About the different ways to pay for things and the choices people have about this 	<ul style="list-style-type: none"> • What to do if they feel unsafe for themselves or others? To know that there are rules and age restriction to keep us safe • What to do if someone is being bullied • How to respond if physical contact makes them feel uncomfortable or unsafe, and techniques for resisting pressure from friends to do something which may make them unsafe • Being safe with friends in the community eg around ponds, fireworks. What to do if you feel unsafe 	<ul style="list-style-type: none"> • What do we mean by a diverse community? What different contributions to people make to a community • Preparing for your new class/school
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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, we will always consider the needs of those with Special Educational Needs and Disabilities (SEND). At Barlaston, the PSHE and RSE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Safeguarding

PSHE and RHE includes sensitive topics. It is, therefore, possible that discussions may prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately. Staff should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Support PSHE and RHE lesson time should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The appropriate staff members in school will be highlighted to children as appropriate if they were to need support. Children will also be made aware of external support, such as local agencies and National agencies, for example Childline.

Policy next review

April 2023

