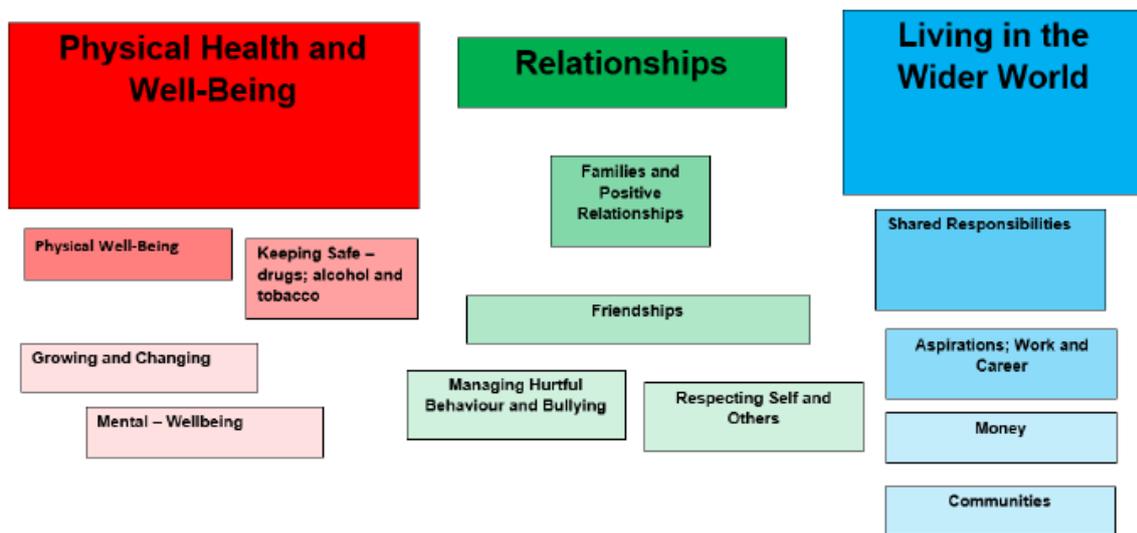


COTEFORD JUNIOR SCHOOL

PSHE and RSE Policy

"This is our school; each one of us is special, every day is important and high achievement is our goal."

PSHE at Coteford Junior School



Policy Context and Rationale

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As a primary academy school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017. In teaching RSE, we follow the guidance in section 403 of the Education Act 1996. We have developed this policy adhering to the Sex and Relationship guidance which became statutory in September 2020. At Coteford Junior School, RSE is taught within the PSHE curriculum. Biological aspects of Sex Education are taught within science lessons in Year 5.

This policy covers our school's approach to both PSHE and RSE. PSHE education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. RSE is a programme of learning through which pupils will learn about relationships within our PSHE programme. We use SCARF as a resource.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives.

Relationships Education specifically teaches the characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships

- Online relationships
- Being safe

A critical component of PSHE education is providing opportunities for pupils to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, build the essential skills for future employability and better enjoy and manage their lives.

A number of policies underpin this school policy: *Education Act (1996)*; *Learning and Skills Act (2000)*; *Education and Inspections Act (2006)*; *Equality Act (2010)*; *Supplementary Guidance SRE for the 21st Century (2014)*; *Keeping Children Safe in Education –Statutory Safeguarding Guidance (2016)* and the *Children and Social Work Act (2017)*

Policy Aims and Objectives

Our school’s ethos and overarching aims and objectives for our pupils are included in the grid below. We want our pupils to have a sense of the following concepts: identity; relationships; a healthy balanced lifestyle; an understanding of risk; diversity and equality; their rights; change and resilience; power and a sense of where they are going career-wise.

Overarching concepts developed through the Programme of Study

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the [Equality Act 2010](#))
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Creating a safe and supportive learning environment

Because PSHE education works within pupils’ real life experiences, it is essential to establish a safe learning environment. Clear ‘ground rules’ and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. In the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or ‘at risk’. It is important to make a clear link to the school’s safeguarding/child protection policy to ensure clarity about what is required in such circumstances. This policy is underpinned by the school’s Safeguarding and Child Protection Policy.

We will create a safe and supportive learning environment in school so pupils can freely express their thoughts and feelings. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following our Safeguarding and Child Protection Policy.

Entitlement and Equality of Opportunity

Full PSHE education provision should be accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as an additional language] to ensure that all can fully access PSHE education provision. We promote diversity and inclusion will consider all pupils' needs and we expect our pupils to consider others' needs. We will use PSHE education as a way to address diversity issues.

Inclusion and differentiation of learning for pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other pupils. Careful consideration should be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants should work with individual pupils where required, and if appropriate. We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through thought differentiation and personalised learning paths.

Intended Outcomes

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

The learning outcomes of our programme will be that pupils will develop the following skills and attributes:

Essential Skills and Attributes developed through the Programme of Study	
Personal effectiveness	Interpersonal and social effectiveness
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Learning and Teaching

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge. The skill of critical reflection is therefore at the heart of

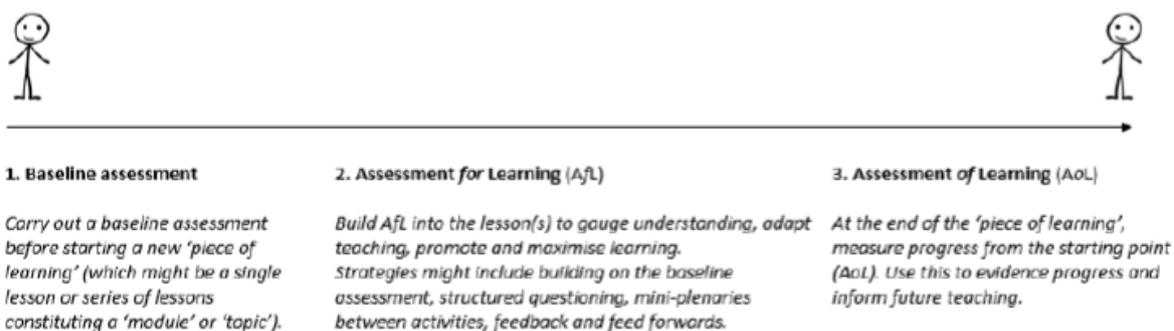
assessment for learning in PSHE education. We will determine pupils' prior knowledge/starting points by effective assessment and review methods. The programme will be taught through a range of teaching methods and help pupils to make connections between their learning and 'real life' behaviours.

Planning

Our Programme of Study identifies the key concepts and skills to be taught through PSHE education and a broad range of topics through which these can be developed, expanded and rehearsed. It is essential that lessons are sensitive to a range of views but the school must ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. We will ensure the curriculum is broad and balanced by presenting challenging subject matter clearly and in an unbiased matter.

Assessment in PSHE

There are a number of reasons why it is important that learning in PSHE education is assessed. It is important for pupils to have opportunities to reflect on their learning; assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. The essential skills and attributes identified in the programme of study are arguably the hardest aspect of learning to assess. It may be difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment. A model for assessment is suggested below:



Confidentiality and Disclosures

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, who may contribute to PSHE teaching, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own. It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. Simply putting 'pupils' questions will be answered honestly and openly', without any

consideration of prior learning or readiness, can be unsafe. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team / safeguarding leads if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: *'That is a really interesting question and I need time to think because I want to give you a proper answer.'*) Teachers should feel able to work with colleagues if necessary to construct an appropriate answer. It is good practice to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

Learning in PSHE classes will link to/complement learning in:

- Child protection/safeguarding
- Extremism
- Bullying
- Relationships and sex education
- Online safety
- Drug education and the management of drug-related incidents
- Healthy living

Involving Parents and Carers

PSHE is strongest when there is communication and collaboration between school and home. Parents and carers will be informed about the policy through workshops, curriculum updates and access to school planning to view the materials and resources to be used. The policy is available [to parents and carers] through our website. Legislation states that parents have the right to withdraw their children from aspects of RSE which do not form part of the science national curriculum. Pupils can be withdrawn from aspects of sex education if they apply, in writing, to the head teacher.

We are committed to working with parents and carers.

- We will offer support by making our policy available
- We will communicate with parents and carers by sharing our curriculum coverage
- We will encourage discussion of topics at home by including PSHE and RSE in homework tasks
- We will communicate to parents about their right to withdraw their children by putting the policy on our website
- We will notify parents, by letter when Relationships and Sex education will be taught

Reviewing the PSHE Policy

This policy has been developed in consultation with staff; parents and pupils. The PSHE policy should be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance. Governors will be informed of the PSHE and RSE policy and curriculum through dissemination at the Governing Body meetings.

Review Date: **July 2025**