

FULWOOD ST. PETER'S C.E. PRIMARY SCHOOL.

PRIMARY PSHCE INCLUDING RELATIONSHIPS AND DEVELOPMENT EDUCATION POLICY

“Unlocking Potential” With the keys of Respect, Compassion, Kindness, Courage, Forgiveness and Love

Purpose

This policy covers our school's approach to statutory guidance on PSHE and Relationships and Development Education.

We define it as giving children the skills to live healthy lives understanding their rights.

We believe it is important because all children need to be able to develop as individuals and follow their dreams and aspirations safely.

It was produced through consultation with pupils, staff and governors. Parents and carers will be updated through meetings and the policy will be available on the school website.

Overall school aims and objectives:

Here at St. Peter's Primary School, we intend to deliver a PSHE curriculum based on the development of knowledge and skills in particular based around living happy, healthy and fulfilled lives. A curriculum, which will provide our children with a foundation of life skills a strong sense of citizenship. This will enable our children to access the wider curriculum and to prepare the to be a global citizen now and in their later lives within a global community. We aim to build a curriculum that incorporates Relationships and Development, which will enable all children to be safe and understand and develop healthy relationships both now and in their future lives. To build on British Values and how those values are modelled throughout our lives. They will be guided in making more confident and informed choices about their health, environment and their personal feelings and attitudes towards other. All members of our school community model the behaviours and values that enrich and support those taught through our creative and pupil driven curriculum.

What values will underpin this policy?

Our programme promotes the spiritual, moral, cultural, mental and physical development of pupils We promote values by ensuring that our pupils are equipped to respect themselves and respect others. To ensure that pupils and parents are aware who they can turn to for support and further guidance. We will encourage our pupils to talk to their parents and carers. We prepare pupils for the experiences, opportunities and challenges of everyday life by immersing them in a curriculum rich in diversity.

What are the aims and objectives of our PSHE programme?

Our programme aims to equip pupils with the skills and knowledge to deal with daily life. It aims to assist our pupil to prepare for adult life by supporting them through their physical, emotional and moral development, by helping them to understand themselves, respect for other ad sustain healthy relationships along with knowing what constitutes a healthy lifestyle and diet. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through the ECO Schools and School Council. Learning intentions are linked to the following key categories. Health and Wellbeing, Relationships and Living in the Wider World. These are linked to the PSHE Association overarching aims along with all statutory requirements.

How will we ensure the curriculum is relevant to our pupils?

While promoting the values above, we will ensure that pupils are offered a balanced programme by using pupil / parent questionnaires, using relevant local data and school information (such as CPOMS and attendance) related to Relationships including online relationships/Health/PSHE education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment, Health LSIP, which includes Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.

What are our intended outcomes?

The learning outcomes of our programme will be that pupils will: (Linked to PSHE Association)

- know and understand how to maintain a healthy lifestyle including, fitness both physical and mental wellbeing.
- How their body changes (puberty).
- How to build positive relationships.
- Understand they have a right to shelter, food, a caring home, support from adults, the right for respect.
- Understand how the wider world impacts on daily life.
- Understand where money comes from and develop their aspirations.
- Understand how to stay safe online and in daily life (including the dangers of drugs, alcohol and tobacco)
- Understand the basics in emergency first aid.
- Understand how to make friends and not the difference between falling out and bullying.
- understand they have a responsibility to respect others and the environment they live in.

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by working with our pupils and ensuring that each class has a group agreement established for PSHE allowing pupils to openly discuss any concerns they may have. This will enable pupils to gain accurate knowledge, develop their own values and attitudes and develop skills to grow into happy, confident and successful adults. We ensure that all staff act as role models for our pupils and are aware of safeguarding and know how to report. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by, ensuring that DSL/Pastoral Lead/SENCO are aware of any identified needs.

SEND, inclusion, equality and diversity

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 carefully chosen resources and where necessary access to TA support.

Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE and relationship and development education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by respecting other views.

We will use PSHE as a vehicle to address diversity issues and to ensure equality for all by promoting British Values and school values in all areas of the curriculum.

How will we ensure that our equalities obligations are fulfilled?

We are committed to equality. Our school brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational, health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

When planning our PSHE curriculum we will consider the needs of our pupils along with parent view, statutory guidance and local data to develop a curriculum that meets the needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude. We will assess the needs of different pupils by strands e.g. -disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children.

How will we ensure inclusion and differentiate learning?

We will identify pupils' different starting points by the use of our baseline assessments and data collected through pupil questionnaire, LSIP, CPOMS.

We will respect pupils' unique starting points by providing learning that is tailored to meet their specific needs.

We will ensure that pupils with special educational needs receive access to all PSHE education including relationships and development through if needed differentiated activities and where necessary access to a TA. We will offer challenge to all pupils by setting them tailored independent learning.

DFE statutory guidance states that from September 2020, all Primary schools must deliver Relationships Education

DFE publication 2020 – requires school to teach the following:

Pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

We are required to teach relationships education as part of our PSHE curriculum. Under the following headings.

Families and people who care for me

Pupils should know:

- *that families are important for children growing up because they can give love, security and stability*
- *the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives*
- *that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care*
- *that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up*
- *that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong*
- *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*

What is peer-on peer abuse?

A peer is someone who might be your friend, a child at school, or another child you may know outside of school like at clubs that you go to afterschool or on a weekend. Abuse is something which can be physical like hitting and pushing, or emotionally hurts another person by using behaviour like name calling, or a way which is meant to scare, hurt or upset that person. Sometimes, it can be hard to know when abuse is happening, because not all abuse will hurt, scare or upset you, and you might not know it is happening. It's really important you know when you are being abused so we can make sure it stops. There are lots of different types of abuse. It is important you know what these types of abuse are so you know what to do if you see them.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), (peer on peer) the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other source

What are the aims and objectives of our Relationships Education programme?

We intend to equip our children with factual information, which will enable them to make their own decisions. They will understand what a caring relationship should contain and know where to access help if they have any worries.

PSHE is taught throughout school and is woven into other curriculum subject areas.

What are our intended outcomes for Relationships Education?

The learning outcomes of our Relationships Education programme will be that pupils will:

- know and understand what constitutes a loving and caring relationship. They will understand the word respect and how to give and respect.
- understand they have a right to privacy and to say no.
- understand they have a responsibility to speak out and report issues that concern them e.g. online safety.
- develop the attributes of sharing, caring, confidence

Key Principles:

Use and create a safe learning environment within the classroom, use the group agreement allowing pupils to ask questions anonymously or during lessons.

Staff agreement on methods of delivery, teaching in line with the PSHE Association recommendations.

Staff will be supported by PSHE Lead, external agency support such as NSPCC.

Support for vulnerable or 'at risk' pupils – supported by SENCO and Pupil support.

Child protection, safeguarding and confidentiality – all staff trained to deal with child protection and safeguarding.

We ensure our teaching is age and developmentally appropriate through the curriculum map which has been tailored to meet the needs of each individual cohort of children.

Relationships Education Curriculum

Relationships Education is embedded within PSHE by a written progressive curriculum in line with the DFE statutory requirements.

The curriculum has been planned in line with the PSHE Association materials along with key reading books to support the delivery, South West Grid for Learning, Project Evolve and NSPCC.

Materials including planning and resourcing have been chosen to be age appropriate for our pupils. There is guidance for teaching within the PSHE Association and baseline assessments will be used as a starting point for teaching.

Working with Parents /Carers

The policy is available to parents by contacting school for a hard copy.

An initial consultation has taken place with a further consultation to inform parents in place.

Parents will be informed how pupil voice has been used to design and review what is taught through the consultation updates.

How parents will be notified about content of lessons through the curriculum map on the school website.

No right to withdraw from science curriculum which includes aspects of human development.

No right to withdraw from relationship development curriculum.

What are the aims and objectives of our Health Education programme?

Intent and implementation:

Our programme aims to inform our pupils on how to live a healthy life and make healthy lifestyle choices including fitness, diet and relationships, they will develop an understanding of safe medicines and emergency first aid– which include online relationships. These are further developed in other curriculum areas.

What are our intended outcomes?

The learning outcomes of our programme will be that pupils will:

- know and understand how to carry out some basic emergency first aid.
- understand they have a right to feel safe on the internet, to be fit.
- develop the skills of understanding, questioning, responding, spotting signs of stress, anxiety.

Health Education Curriculum

Health Education is embedded within PSHE by teaching pupils a broad and balanced curriculum that is built on yearly. A curriculum that is based upon each cohort needs and reflects the information gathered on CPOMS, Pupil questionnaire, LSIP.

Lesson materials are linked to PSHE Association along with outside agency support from Heartbeat, NSPCC,

Statutory Guidance on Physical Health and Wellbeing Education (Health Education)

KS 1 & 2

- *Mental wellbeing*
- *Internet safety and harms*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol and tobacco*
- *Health and prevention*
- *Basic first aid*
- *Changing adolescent body*

Timetabling PSHE education

We allocate where possible weekly lessons for PSHE curriculum.
Our PSHE education provision is mapped and planned effectively to cover all the statutory requirements.
Our provision is further enriched by using NSPCC, Heartbeat and other outside agency support.

Who will be responsible for teaching the programme?

The programme will be led by Janet Parkinson (PSHE LEAD)
It will be taught by all class teachers/HLTA

The school will support members of staff delivering PSHE to access appropriate CPD by monitoring and teacher discussions.

The use of visitors to the classroom

We will use external contributors in the following circumstances, to enhance class teacher teaching such as NSPCC, Heartbeat.
We will ensure external contributors' input is part of a planned programme which it enhances by giving real life examples such as CPR dolls for the emergency first aid element.

Key Principles and Teaching Methodology

The programme will be taught through a range of teaching methods, including discussions, group work, leading in teams, questioning and scenarios.
We will ensure learning 'starts from where pupils are' by carrying out a baseline assessment and using the information gathered from CPOMS, pupil questionnaire to ensure our curriculum is tailored to meet the needs of our pupils.
We will ensure cross-curricular learning by linking where possible into our topics within the classroom.

What topics will be covered and (broadly) when?

The curriculum map shows all topics that are covered from nursery through to and including year 6.

How will we assess this learning?

We will assess pupils' learning through established baseline assessment and their endpoint to show individual progress.
This will be evidenced by class floor book and pupil books. Each topic area will show the above. This will be monitored during each monitoring cycle.

How will we involve and consult pupils?

Pupils have been involved in the creation of this policy through discussions with School Council, what they like and what they would like more off. (emergency first aid)
Pupils' needs and issues, they are facing will be identified by the use of the 'worry monsters' in each class.
Pupils' views of what is currently being taught – is discussed through monitoring cycles and this then feeds back into action plans.

How will pupils' questions be answered?

We will enable pupils to raise anonymous questions by placing 'ask it baskets' in classrooms during sessions.
If pupils' questions are about topic areas which staff feel are not age appropriate they will contact home to agree whether the question will be answered by parents or school staff or jointly...
If a safeguarding issue is raised by an anonymous question we will investigate, and this will be handed to the DSL.

Monitoring, reporting and evaluation

PSHE provision and content will be monitored every half term, through book scrutiny, lesson walk through, pupil discussion, staff discussion and the use of evidence on website and class discussion book. How will it be reported on – issues will be placed on action plan and reported to link governor. Staff will be given individual feedback and support where and when necessary. Staff will evaluate the content of the PSHE curriculum and amendments will be made depending upon each cohort of pupils. Visitors will be brought into school to support the delivery of some elements of the PSHE curriculum e.g. Nat West Bank, savings and debt. Heartbeat – emergency first aid.

Pupil’s will discuss with the subject lead what they have enjoyed and what they feel they would like more support with. This will also be a part of the normal classroom practice.

What is our policy on confidentiality?

We will create a group agreement and remind pupils of this at the start of every lesson, this will be designed by the class teacher and pupils at the start of each new term.

We will ensure confidentiality by...

E.g. The school recognises the importance for children, young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs.

How will parents and carers be involved?

We will communicate with parents and carers via class Dojo, face to face meetings.

We will encourage discussion of topics at home by where appropriate the use of Picture News.

PUPIL VOICE:

Pupil’s initial thoughts to relationship and human development are:

“Relationships are about being kind and caring” Year 3.

“Relationships are about being friendly, and helping others”

“Our bodies change as we get older because we get muscles and wrinkles” Year4.

“We change from drinking milk to eating real food “

“We start to get peer pressure and this can lead to making errors of judgement especially on line” Year 5.

Other aspects of school life that contribute to PSHE education include:

Opportunities to take responsibilities include participation in leading worship, charity projects, eco club, healthy schools, sporting tournaments.

Opportunities to participate include a timetable of clubs before, during and after school.

Opportunities will be found within other curriculum areas eg links with drama and role play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.

Responsibility for the implementation of this policy.

PSHE Lead - Janet Parkinson

Head teacher - David Merritt

Teachers - All class teachers

Policy to be reviewed - Annual basis.

Appendix to include documents referenced eg. DfE Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), Children and Social Work Act (2017), Equality Act (2010), Keeping Children Safe in Education (2021) as well as PSHE Association documents.