KNUZDEN ST OSWALD'S CHURCH OF ENGLAND PRIMARY ACADEMY

PSHRE POLICY

MISSION STATEMENT
Encouraging God's Children with Courage, Compassion and Creativity

OUR CORE VALUES
Kindness, Politeness, Patience, Respect, and Self-Control, all firmly rooted in Agape, Love

KINDNESS/POLITENESS
To teach our children to be kind and polite to all in good times and in adversity, as one has no idea what others are going through #justbenice

PATIENCE
To develop a community where God's love and grace can be reflected upon, and a positive peace of mind and purpose in life can be found

RESPECT
To foster respect for all in our school community, and compassion for those in the local and global communities

SELF-CONTROL
To teach our children to face challenges, developing resilience and empathy, whilst fostering self-confidence and a positive approach to learning

Our Vision

*At St Oswald's we learn to develop a strong faith in the Lord our God in the knowledge that He has a plan and a purpose for each of us. We learn to reflect God's love in everything we do **'Stand firm in the faith and do everything with love'** 1Corinthians 16:13*

Vision

This policy covers our school's approach to statutory guidance on Relationships Education, Health Education and all non-statutory elements of PSHE.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Knuzden St Oswald's Church of England Primary School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Aims

The aims of PSHRE education at St Oswald's School are:

- To nurture happy and confident learners who show mutual respect for each other.

- To provide a safe, nurturing environment where all feel safe, valued and respected.

- To be inclusive and encourage all members of the school community to achieve the best they can be academically, physically, socially and emotionally.

- To ensure Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.

- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments.

- To prepare children for healthy relationships in an online world.

- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.

- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.

- Create a positive culture around issues of sexuality and relationship.

- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.

- To know how to 'love your neighbour' even when we might disagree.

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education and Health Education.

Policy Development and Review

This policy has been developed in consultation with governors, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group gathered all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to discuss the principles and values, then look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend an information meeting about the policy and curriculum content
4. Pupil consultation – a 'pupil voice' lesson took place with a group of children across all year groups to investigate and gather their views on what is most important to them in their PSHRE lessons
5. Ratification – once amendments were made, the policy was shared with governors and ratified

We will ensure that pupils are offered a balanced programme by using relevant local data and school information to inform planning and to address the identified needs of the whole school community.

This policy will be reviewed every 2 years.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe. This also includes romantic relationships and different types of commitment.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy)

Right to be excused from sex education

The government guidance on SRE (Sex and Relationships Education) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents to exercise their right to withdraw their children from any SRE taught outside National Curriculum Science. As a school, we have made the decision not to teach SRE beyond the Science National Curriculum level. Parents will therefore not be able to withdraw their child from

any aspect of Relationships Education or Health Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Curriculum Delivery of PSHRE

Appendix 1 outlines the curriculum overview for the school in relation to Health Education, Relationship Education and Living in the Wider World showing which topics are taught in which year groups. In addition, the overview indicates where cross-curricular work and whole school events covers PSHRE content.

All content has been a thorough and thought-through process with feedback gained from class teachers and children about the current and changing needs of each class. Teaching will be adapted to meet the needs of pupils with special educational needs or disabilities.

Difficult questions & sensitive issues

Our school's PSHRE programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics over which some staff, parents and governors may have reasonable concerns.

All classes have an 'Ask it Basket' for any questions children may have that they do not want to ask in front of peers. Staff may, in line with our policy, answer the child's question and the paper will be kept until the next academic year in a safeguarding folder. If necessary, a dojo message will be sent home informing parents/carers of what their child has asked and the answer we have given in school or whether we have not been able to answer their question.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Safeguarding and Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Roles and responsibilities

The governing board

The governing board will approve the PSHRE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHRE is taught in a carefully sequenced way within a planned programme.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.

- Delivering PSHRE with sensitivity.

- Modelling positive attitudes to PSHRE.

- Responding to the needs of individual pupils.

- Responding appropriately to pupil's questions and communicating this with parents/carers in line with the policy.

Staff do not have the right to opt out of teaching PSHRE. Staff who have concerns about teaching PSHRE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in PSHRE and, when discussing issues related to PSHRE, treat others with respect and sensitivity.

Training

The headteacher may invite visitors, such as school nurses or health professionals, to assist with the delivery of PSHRE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

KNUZDEN ST OSWALD'S C OF E PRIMARY SCHOOL PSHRE LONG TERM PLAN 2023-2024

When taught well, PSHRE education helps pupils to achieve their academic potential.

This document has been designed to show the progression of PSHRE skills and knowledge across our school. All year groups will be working on similar themes at the same time meaning we can discuss topics further in worship, themed days and other opportunities.

	AUTUMN:			SPRING:			SUMMER:		
	Health and Wellbeing			Health and Wellbeing			Health and Wellbeing		
	Living in the Wider World			Living in the Wider World			Living in the Wider World		
	Relationships			Relationships			Relationships		

EYFS explore the foundations of PSHE education. The statutory areas of 'PSED' and 'UTW' have close links to the PSHE programme of study and these are interwoven throughout all areas of the children's learning experiences through play, provision, quality texts and reflective discussions.

	Physical and Mental Health	Responsibilities and Communities	Families and Friendships	Growing and Changing	Media	Managing hurtful behaviour and respect	Keeping Safe	Economic Wellbeing	Safe Relationships
Year 1	**What does being healthy look like?** Keeping healthy; food and exercise, hygiene; dental care; sun safety; feelings, managing them and behaviours.	**How can we look after each other and the world?** Why rules are needed; how people and living things have different needs; how to look after the environment.	**What does a family look like?** Roles people play in our lives; different families; telling someone if unhappy.	**What makes somebody unique?** Recognise what makes them unique and special; how to manage when finding things difficult.	**How can we stay safe online?** How the internet can be used safely; the role of the internet; not everything online is true	**What does kind behaviour look like?** Kind and unkind behaviour; treating themselves and others with respect; co-operation.	**How do we keep ourselves safe?** How rules and restrictions keep us safe; keeping safe online; that household products can be harmful;	**What can we do with money?** Everyone has different strengths; jobs; earning money.	**How do we respond if we don't feel safe?** Recognising some things are private; behaviour online; responding to unfamiliar adults.

	Physical and Mental Health **What does physical and mental health look like?**	Responsibilities and Communities **What is the same and different about us?**	Families and Friendships **What does a good friendship look like?**	Growing and Changing **How do we grow and change?**	Media **How can we stay safe online?**	Managing hurtful behaviour and respect **How can I help someone in need?**	Keeping Safe **What do we do in an emergency?**	Economic Wellbeing **How can we look after money?**	Safe Relationships **What should I do if I don't want to do something that makes me feel unsafe?**
							people who can keep us safe; staying safe online; how to get help in an emergency.		
Year 2	Why sleep is important; medicines and keeping healthy; dental care (revision); managing screen time; people who can help us stay physically healthy; recognising, sharing and managing feelings; change and loss.	The different groups they belong to; the different roles and responsibilities people have in their community; to recognise the ways that they are the same as, and different to, other people.	What makes a good friendship; recognising when someone is lonely; strategies to resolve arguments.	How to manage when finding things difficult (revision); growing older; naming body parts; moving class or year.	How the internet can be used safely; the role of the internet; not everything online is true (revision).	Hurtful words and actions; telling a trusted adult.	Recognising risk; how to keep safe at home and in different environments; staying safe online (revision); what to do if there is an accident; how to get help in an emergency (revision).	What money is; saving and spending; difference between needs and wants; that money needs to be looked after.	Permission; not keeping secrets; pressure.

	Physical and Mental Health	Responsibilities and Communities	Families and Friendships	Growing and Changing	Media	Managing hurtful behaviour and respect	Keeping Safe	Economic Wellbeing	Safe Relationships
Year 3	**How can we support our own health?** Healthy choices and habits; managing time online; how and when to seek support; taking care of mental health; strategies and behaviours that support mental health (revision).	**How do we treat each other with respect?** Recognise reasons for rules and laws.	**What do we mean by a 'healthy' family life?** Features of a positive family life; different family structures.	**How do we manage setbacks?** Personal strengths and achievements; managing setbacks.	**How can we stay safe online?** Positive and negative internet use; reliability of sources; recognising appropriateness on social media.	**Is self-respect important?** Self-respect; politeness; respect to others.	**How can we reduce risks to keep ourselves safe?** Risk and hazards; safety in the local environment or unfamiliar places; first aid.	**How do we pay for things?** How to pay for things; saving and spending money; skills that will help in careers; identifying ideal jobs for them.	**When should you share a secret?** Privacy and personal boundaries; when it is right to break a confidence.
Year 4	**What does good physical and mental health look like?** What good physical health means; maintaining a balanced	**How can our choices make a difference to others and the environment?** How our choices can affect the environment;	**How can you build a positive friendship?** Different types of relationships; importance of friendships; to 'know	**What does independence look like?** Changes that happen through puberty; Personal hygiene routines;	**How can we stay safe online?** Ways data and information is shared and used online; recognising appropriateness on social media.	**What could be the impact of hurtful behaviour?** Personal behaviour; consequences	**Why is it important to take medicines correctly?** Medicines and household products; drugs common to everyday life; promoting personal	**How can we manage risk?** Keeping track of money; risks associated with money; recognising positive things about themselves;	**Should you trust someone online you do not know?** Behaviour online; responding safely and appropriately to adults.

	lifestyle; benefits of exercise; oral hygiene and dental care; managing time online (revision); how and when to seek support (revision); strategies and behaviours that support mental health (revision); recognising that feelings can change; importance of expressing feelings.	what living in a community means.	someone online'.	increasing independence.		of hurtful behaviour.	safety; first aid (revision).	broad range of careers/jobs.	
Year 5	**Physical and Mental Health** **What does good physical and mental health look like?** Healthy sleep habits; personal hygiene;	**Responsibilities and Communities** **How can our choices make a difference to others?** Having compassion towards others; valuing	**Families and Friendships** **Is it ok to have more than one friend?** Recognising and managing peer influence; friendships changing over time; unsafe or	**Growing and Changing** **What is a personal identity?** Changes that happen through puberty (revision); Personal identity;	**Media** **How can we stay safe online?** How information on the internet is targeted; recognising appropriateness on social media	**Managing hurtful behaviour and respect** **How would you tackle discrimination safely?** Strategies to respond to hurtful	**Keeping Safe** **Why and how should your personal information be kept private?** Strategies to respond to hurtful behaviour; discrimination.	**Economic Wellbeing** **What decisions can people make with money?** Spending decisions affecting others and the environment; what might	**Safe Relationships** **What does peer pressure look like and how would you manage this?** Recognising different types of physical

Year	Physical and Mental Health	Responsibilities and Communities	Families and Friendships	Growing and Changing	Media	Managing hurtful behaviour and respect	Keeping Safe	Economic Wellbeing	Safe Relationships
	vaccinations, immunisations and allergies; sun safety; managing time online (revision); how and when to seek support (revision); strategies and behaviours that support mental health (revision); expressing feelings in different ways.	different contributions.	uncomfortable friendships.	recognising individuality; gender identity.		behaviour; discrimination.		influence other people's job decisions; stereotypes in the workplace.	contact; how to recognise pressure.
Year 6	**Physical and Mental Health** **What are the warning signs of poor mental health in yourself and others?** Managing time online (revision); how and when to seek support (revision);	**Responsibilities and Communities** **How do we treat each other with respect?** Diversity; stereotypes; prejudice.	**Families and Friendships** **What does a committed relationship look like?** Attraction; marriage and civil partnerships.	**Growing and Changing** **What are the physical and emotional changes in puberty?** Changes that happen through puberty (revision); Human reproduction and birth;	**Media** **How can we stay safe online?** How social media can be manipulated; recognising appropriateness on social media.	**Managing hurtful behaviour and respect** **Is it OK to challenge somebody else's point of view?** Differences/ similarities; traditions, beliefs,	**Keeping Safe** **Why do people choose to use or not use drugs?** Regulations and choices; drug use and the law/media; first aid (revision).	**Economic Wellbeing** **How can decisions about money impact a person?** Gambling risks; the impact money can have; routs into careers.	**Safe Relationships** **Where/who do you report concerns to if you are worried?** Seeking and giving permission; where to report concerns.

	strategies and behaviours that support mental health (revision); strategies to respond to feelings; recognise warning signs about mental health.			managing transition.		lifestyle; topical issues.			