

**PSHE and RSE**

**Policy**

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**Approved by : P.Greaves**

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**PSHE Curriculum Intent**

PSHE is arguably one of the most important lessons we teach at Linden Road. Our curriculum intends to support pupils on their journey through life and provide them with the skills, knowledge and experiences to help them through the challenges of modern society. We intent to give our children the tools to make their own informed opinions, choices and decisions and help them to develop their own set of values that they will take with them through life.

Ultimately, staff and parents want the children to be happy and we understand that many factors can influence a child’s emotional well-being. Our curriculum has a strong focus on mental health and well-being, self-esteem, feelings, identity and belonging to support children with their understanding and management of emotions.

Our curriculum also supports children to develop their understanding and tolerance of others – hoping to encourage pupils to be respectful, considerate, empathic and understanding of people’s differences. Our aim is that children are brave and empowered individuals who celebrate individuality and are confident to be themselves.

Throughout all of our PSHE themes there is an overriding emphasis on tolerance and respect – our aim is that children and staff have mutual respect for each other. We advocate kindness and celebrate this throughout school, praising children for acts of kindness and for being supportive to others.

Safety is paramount and our curriculum covers many aspects that aim to keep children safe. Themes such as Respect and Privacy and Family cover complex and sensitive content which aim to educate children on forms of abuse and where they can find support networks if they are worried about anything in relation to this. Online safety is a growing concern that our curriculum aims to tackle, supporting children to keep safe online as well as in the real world.

Many of our themes within our PSHE curriculum at Linden Road are taught within the context of a fiction book. These books are used as a stimulus to start conversations in the classroom. Children empathise with the characters in the books to talk about their own experiences in a safe environment. Whilst the fiction books provide a starting point for our learning, it is vital that our children are able to apply this to real life so we ensure that we make explicit links to real life contexts to support children in their development.

Staff, parents and the safeguarding team at Linden Road work closely together to support children in every aspect of their lives and we hope that our bespoke programme of study helps us to achieve this.

**How was this policy developed?**

Our subject lead Miss Dewar wrote this policy following Government Guidance that can be found:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf>

It has been developed with the support and feedback from a parents work group and subsequently approved by Principal Peter Greaves.

The policy will be available on the school website along with relevant curriculum documents and supporting guidance.

**Curriculum Design**

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| **Theme:** | **Week Commencing:** |
| Mental Health and Wellbeing | 6/9 and 13/9 |
| Identity and Belonging | 20/9 and 27/9 |
| Tolerance and Respect (British Values) | 4/10 and 11/10 |
| Friendship | 1/11 and 8/11 |
| Kindness and Anti-bullying | 15/11 - 22/11 |
| Gender | 29/11 and 6/12 |
| Feelings | 4/1, 10/1 and 17/1 |
| Family | 24/1 and 31/1 |
| Safety | 7/2 and 14/2 |
| Respect and Privacy | 28/2 and 7/3 |
| British Values | 14/3 |
| Loss | 21/3 and 28/3 |
| Self-esteem | 25/4 and 2/5 |
| Being Healthy | 9/5 and 16/5 |
| Growing up/Lifecycles | 20/6 and 27/6 |
| Feelings | 4/7 and 11/7 |

Dates above can be subject to change – dependent on cohort need, staffing, timetable alterations or changes to circumstances eg. C19 closure changed provision due to home-learning suitability.

A more detailed curriculum map can be found on our school website.

PSHE is taught weekly at Linden Road in a 1 hour timetabled lesson. Where possible, it should be taught by class teachers to give children consistency and an adult they have a familiarity with.

**Monitoring and Evaluating**

Miss Dewar is the PSHE Subject Leader. As part of her duties, Miss Dewar conducts lesson observations, work scrutinies, curriculum development, staff training and curriculum enquiries and evaluations. The curriculum is monitored and evaluated throughout the school year in line with the school’s monitoring schedule.

Evidence of PSHE lessons is gathered within a class “Big Book”. Teachers include evidence of discussions had, questions raised and activities conducted.

**Safeguarding**

Teaching staff work closely with the safeguarding team before planning and delivering PSHE lessons. Children are supported in lessons by additional staff where necessary in order support their well-being and participation.

All disclosures or concerns raised during PSHE lessons will be recorded on CPOMS in line with the safeguarding policy and will be reported to the Safeguarding Team.

Teaching staff will work closely with parents to ensure the safety and well-being of children. Teaching staff will share any concerns raised during PSHE lessons with parents if appropriate to do so.

At Linden Road, we understand that not all children will feel comfortable discussing their worries face to face. Because of this, we have added additional avenues for seeking support. These include The Worry Monster and Mrs Cooper’s Post Box. These are used regularly by children and are a recognised avenue of support for them.

We give children alternative support options, including NSPCC childline services.

**Supporting children with SEND**

All children, including those with SEND will access PSHE lessons with their cohort where possible. Lesson content and activities will be differentiated to suit children’s individual needs if necessary. Children, including those with SEND, will be supported in class by class teachers and additional adults where required.

**Religious Education**

Tolerance and Respect of people’s religion features as part of our PSHE programme of study. As well as this, we also teach RE as a separate subject, whereby tolerance and respect for all religions forms a key basis.

You can find more information regarding our RE curriculum on our website.

Internet Safety

Staying safe online is a growing concern in modern society and therefore teaching internet safety is paramount to our PSHE curriculum. Online safety is considered across many of our themes in PSHE as well as within weekly Computing sessions. Miss C Slack is our Computing Curriculum Lead.

**Managing behaviour**

Our PSHE curriculum is taught in whole class sessions and therefore careful consideration must be taken in order to conduct lessons safely. Behaviour in lessons is managed in line with our whole school Behaviour Policy. As well as this, pupils are given additional opportunities to ask questions and share ideas on post-it notes during lessons. This allows teachers to get personal feedback from children without the whole class audience. Expectations of behavior are made clear during lessons and staff expect pupils to behave sensible and sensitively, ensuring that lesson content is not discussed inappropriately on the playground.

**Communication with Parents and Carers**

Staff and senior leaders will work closely with parents and carers to support children in PSHE lessons. Coverage for the half term will be shared with parents on a half-termly basis and parents will be encouraged and welcomed to discuss lesson content at any time within the teaching sequence. Parents will receive regular reminders of upcoming PSHE lessons in weekly newsletters. As well as this, the curriculum is posted on our website and parents will be encouraged to access this.

**Equality Act 2010**

All schools are required to comply with relevant requirements of the Equality Act 2010.

At Linden Road, we ensure that we must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We also make reasonable adjustments to alleviate disadvantaged pupils and are mindful of the SEND Code of Practice when planning and delivering PSHE sessions. Our curriculum is designed in order to ensure that we comply with the Equality Act and furthermore, teach pupils to stand up against discrimination against others.

Our curriculum, along with our work on personal development of pupils ensures that we take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This has been carefully considered when designing and delivering our curriculum. As well as this, we adapt our teaching based on the needs of our community and issues that arise. For example, we adapted our curriculum during the C19 pandemic to support children with their mental and physical well-being during school closure. Other adaptations may arise from issues in the news or the local area – for example additional lessons on E-safety to deal with hoax emails and explicit content circulating that puts our children at risk from harm.

Whilst designing our curriculum we have considered the makeup of our own student body, including the gender and age range of their pupils – this includes ensuring we go above and beyond to support our pupils with SEND and disadvantaged pupils.

Much of our curriculum focuses on how to develop healthy and respectful peer-to-peer communication and also strives to ensure we provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through PSHE and as part of a whole-school approach.

Our curriculum tackles issues such as everyday sexism, misogyny, homophobia and gender stereotypes and we take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours and staff at Linden Road model this with absolute excellence.

In our work around Respect and Privacy we ensure that it is made clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment is taken seriously. Staff are aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults – we work hard to enforce these messages in our ‘Family’ theme.

**Relationships Education (Primary)**

The focus at Linden Road is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

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 their time at Linden Road, building on early education, pupils are 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 ensure that pupils are taught about personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact. We are aware how important these foundations are for laying the foundations of consent, which we begin to learn about in preparation for their secondary education.

Respect for others is taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on and this is progressive as a child journeys through our school.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts aims to enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of their time at Linden Road, many children will already be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils’ lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. This aspect of our curriculum is covered in both PSHE and Computing, to ensure learning is consolidated.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care at Linden Road is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers. Our curriculum strives to support all children and staff and parents work closely to support those children that may be more affected by the discussions than others.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual. Our school wide context encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Our modelled behaviours for learning that are praised and discussed daily include resilience, reciprocity, reflectiveness and resourcefulness – this coincides with our work on growth mindset. Alongside understanding the importance of self-respect and self-worth, pupils develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In our parental workgroup, we developed a list of personal attributes that parents felt were the most important to them. We used these attributes to further develop our curriculum and curriculum intent.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through PSHE, Relationships Education (and RSE), we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At Linden Road, this is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies – this is covered within our “Respect and Privacy” theme. We also explore this within the themes of friendships with peers and also in families and with others, in all contexts, including online.

Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Relationships Education as described above is compulsory for all children in Primary Education as per Government guidelines. For this reason, parents and carers do not have a right to withdraw their children from these sessions. However, we will always encourage and welcome parents or carers to share any concerns or questions with the Senior Leadership Team with an aim to work together to support their child as best we can.

**Sex Education**

Sex education is not compulsory in Primary schools. At Linden Road, our sex education is featured in our “Growing up and Life cycles” theme.

The curriculum is taught as follows:

Parents and carers have a right to withdraw their children from objectives highlighted in green after discussing with Senior Leaders. The purple objectives are part of the Science National Curriculum and therefore are compulsory. Katie Pillar, our Assistant Principal is our Science Curriculum Lead.

EYFS

* Pupils talk about who adults are and what adults do.

Y1

* Pupils identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
* Pupils discuss the differences between children and adults – child-led (physical, responsibilities, roles, rules, etc.).
* Pupils talk about the process of growing from young to old and how people’s needs change.

Y2

* Pupils notice that animals, including humans, have offspring which grow into adults
* Pupils discuss growing and changing and new opportunities and responsibilities that increasing independence may bring.

Y3

* Pupils recognise the stages in a human life cycle and discuss the differences between each stage.
* Pupils know that human life begins when a male and a female reproduce.
* Pupils use to the scientific names of body parts when required.

Y4

* Pupils look at human life cycles and look at the physical differences between bodies – use correct scientific vocabulary. Are all bodies the same?
* Pupils recognise that everyone’s bodies are different and that they change at different rates.

Y5

* Pupils describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
* Pupils describe the life process of reproduction in some plants and animals
* Pupils describe the changes as humans develop to old age (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty)
* Pupils identify the changes to the body during puberty and know that people develop at different rates (including the menstrual cycle).
* Pupils know how to care for themselves during their menstrual cycles.
* Pupils identify the main parts of the body (including external genitalia and the human reproductive system) and know the functions of these for the purposes of reproduction.
* Pupils know about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Y6

* Pupils recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
* Pupils know what will happen to their bodies/emotions during puberty.
* Pupils know how to take care of their bodies (personal hygiene, mental wellbeing)
* Pupils know how to care for themselves during their menstrual cycles.
* Pupils recognise what positively and negatively affects their physical and mental health (including the media/ social media).
* Pupils recognise their increasing independence brings increased responsibility to keep themselves and others safe.
* Pupils discuss their worries and fears about growing up throughout including but not limited to transition to high school.

If you have any questions about our PSHE Curriculum, contents of this policy or any other queries, please speak with Mr Peter Greaves or Miss Amy Dewar.