



Read St. John's PSHE Policy

'Sowing the Seeds of tomorrow; growing in the light of the Lord'

At Read St. John's we aim to unlock the potential for everyone to flourish whilst being rooted and grounded in God's love. We aim high, so together as one family, we can fly.

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| Consultation has taken place: | Staff | Governors | Pupils | Parents |
| | 29/06/20 | 29/06/20 | 17/12/20 | 17/12/20 |
| Date formally approved by Governors: | 15 th January 2021 | | | |
| Date Policy became effective: | September 2022 | | To be reviewed sept 2024 | |
| Persons responsible for implementing and monitoring | Miss. Rebecca Green and Mrs. Carolyn Entwistle | | | |
| Suggested policies for cross reference. | SMSC | Safeguarding | Online Safety | Food and Drink |
| | Confidentiality | Emotional, mental health and wellbeing | SEND inclusion | Behaviour |
| | Visitor | Equalities | P. E | Bereavement |

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Read ST John's Primary School is a friendly and caring school in which the children are supported and encouraged through lessons, assemblies and playtime to achieve their best in every aspect of their learning. This policy covers our school's approach to nurture individuals and develop pride and mutual respect for each other and our school.

Intent

Our PSHE education programme promotes our school ethos. We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through the election of class representatives, who make up the 'School Council'. They are encouraged to voice their views, ideas and opinions through this process, thus making a positive contribution to the school community. Through Citizenship the pupils find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.

The aims and objectives of PSHE Education

The objectives of PSHE are to enable the children to:

- know and understand a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of a community, such as school
- understand what is meant by 'Democracy' and be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the community
- actively promote British Values

Values underpinning this policy

Our curriculum promotes the spiritual, moral, social, cultural, mental and physical development of pupils. We promote values and ensure the best interests of the children will be maintained by understanding and meeting the needs of each cohort. The school encourages children to talk to their parents and carers by outlining who trusted adults are in their lives and the importance of sharing ideas, thoughts and concerns with these trusted adults. We prepare pupils for the experiences, opportunities and challenges of everyday life now and in the future by fostering a nurturing, independent, resilient, caring and charitable approach

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to life. As a Christian church school, we promote British Values, faith and Values Based Education and this is portrayed in our whole school ethos and collaboration with the church as well as in specific lessons.

Implementation of PSHE

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE lesson. Ideally, teachers and children will devise their own 'ground rules' at the beginning of the year so that they have ownership of them.

Equal Opportunities

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, sexuality (LGBT) or personal circumstance (Equality Act 2010). We teach PSHE to all children, regardless of their ability and any issues will be dealt with in accordance with the School Behaviour Policy. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, teachers take into account the targets set for the children with IEPs, some targets may be directly related to PSHE.

Early Years and Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in EYFS classes, when we teach 'Understanding the World'. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

KS1 & KS2

Our PSHE education provision is mapped and planned effectively using the PSHE Association Planning Toolkit and PSHE Association accredited resources (One Decision). A progressive scheme of learning is provided in our separate PSHE and HRE skills progression document and topic map. This is based on the National Curriculum and is designed to enhance and deepen children's learning as they progress through school. Updates of accredited resources are shared during staff meetings and accessible to all teachers.

On many occasions PSHE topics are introduced through other areas of the curriculum (Science, Physical Education, ICT - online safety and Religious Education).

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We will determine pupils' prior knowledge and starting points by assessing children's understanding using assessment for learning tools (KWL grids, questionnaires, etc...).

The programme will be taught through a range of teaching methods, including class discussions, sharing of own life experiences, whole school assemblies, school council, outside agencies.

We will ensure the curriculum is broad and balanced by using whole class PSHE scrapbooks and Personal Development Journals that communicate prior learning as children move classes throughout KS1 and KS2.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE and RSE lesson.

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 for Primary Schools. See appendix two for Statutory Relationships and Health Education.

By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Relationships and sex education (RSE)

Statutory Requirements

We are required to teach relationships education (RSE) as part of our PSHE curriculum and current regulations and guidance from the Department for Education state that Relationship Education is compulsory in all primary schools, but Sex Education is not compulsory. However, the National Curriculum for Science is compulsory and includes subject content in related areas, such as the main external body parts, the human body as it grows (including puberty) and reproduction in some plants and animals. The Department for Education recommends that all primary schools should have a sex education program that is tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings. Linked to the National Curriculum for Science, pupils will learn about human life cycles and how a baby is conceived and born. Parent and carers

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may only remove their child from the non-statutory elements of RSE and must discuss this with the class teacher.

The RSE policy supports/complements the following policies:

- 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)
- Children and Social Work Act (2017)

Definitions and Delivery

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

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco, health and prevention, changing adolescent body, internet safety and harms and first aid.

Sex education is a programme of teaching about a loving relationship and conception, (how a baby is made).

See appendix 1 for full list of what the children will be taught.

Responding to pupils' questions

Pupils' questions will be answered by members of staff in a supportive and informative manner. We will allow pupils to raise anonymous questions by having question boxes situated in classrooms during sensitive topics covered in the PSHE curriculum. Where a question is asked, and the member of staff wishes to have more time to find an appropriate answer the child will be told that they will get an answer to them the following day and remind children not to use search engines to find their own answers. If a safeguarding issue is raised by an anonymous question, we will ensure that action is taken in accordance with the Safeguarding and Child Protection Policy. Where inappropriate questions are asked, staff will respond quickly and will phone the child's parent or carer to discuss this. They will then be asked if they would like us to discuss the matter with their child together to prevent children from becoming independent learners (e.g.: Google).

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Right to withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE. Requests for withdrawal should be put in writing and addressed to the Head teacher. Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance. Alternative work will be given to pupils who are withdrawn from Sex Education.

Impact

Assessment for learning

Our teachers assess the children's work in PSHE both by making judgements as they observe and listen to children during lessons and by marking their recorded work against specific learning objectives from the PSHE Association programme for Key stage 1 and 2.

Responsibility and training

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. The coordinator will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. When using external speakers to deliver aspects of our PSHE programme we will ensure that these support and benefit our PSHE curriculum and needs of the children in our school. Their input will be carefully planned and monitored so as to fit into and complement the programme.

Confidentiality and disclosures

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger it will be passed on to the Designated Safeguarding Lead who will take action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

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Involving parents and carers

We are committed to working with parents and carers. We will communicate with parents and carers by informing them of any sensitive topics about to be taught through the PSHE curriculum and encourage discussion of these topics at home. We will communicate to parents about their right to withdraw their children from non-statutory parts of the PSHE curriculum, although it should be noted that relationships and sex education covers many elements of the compulsory Science curriculum.

Roles and responsibilities

The Governing Board

The governing board will approve the PSHE policy and hold the Head teacher to account for its implementation.

The Head teacher

The Head teacher is responsible for ensuring that PSHE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to PSHE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

Pupils

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

Monitoring arrangements

The delivery of PSHE is monitored through planning; work scrutinies; learning walks; pupils' voice and parental feedback.

Signed: Miss Green and Mrs Entwistle (PSHE Lead)

Miss Agar (Head Teacher)

Mrs Royle (Chair of Governors)

Date: September 2023

Reviewed July 2025

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