

Mawsley Community Primary School



PSHE POLICY

Policy Ownership	TLO
Statutory Requirement	No
Date reviewed by committee	Term 2 2019
Adopted by Full Governing Board	Term 2 2019
Formal Review	Term 2 2021

Personal, Social, Health, Relationships and Sex Education Policy

1 Introduction

1.1 Our PSHE curriculum at Mawsley Community Primary School promotes the personal development of our children as healthy, responsible and independent modern citizens of a global society. The policy combines both the requirements for the Relationship and Health Education Statutory Guidance 2019 and some additional content from the non-statutory Citizenship Programme of Study to enable us to deliver the most diverse and comprehensive curriculum to our children. Although the full title of the policy is Personal, Social, Health, Relationships and Sex Education, for brevity's sake we will refer in the rest of this policy simply to 'PSHE'.

1.2 The key focus of the PSHE curriculum will be around personal safety, health and relationships. All content will be delivered at a sensitive and age appropriate level and all children will be taught to think reflectively and critically about a wide range of issues right from reception in line with our Protective Behaviours ethos.

1.3 As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching PSHE, we must have regard to guidance issues by the secretary of state as outlined in section 403 of the Education Act 1996. As Mawsley Primary School we teach relationships and sex education as set out in this policy.

2 Aims and objectives

The aims of PSHE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe their emotions and their bodies
- Teach pupils how to take care of their mental health alongside their physical health
- Enable children to engage with others in a safe and respectful manner
- Teach pupils to think critically and be reflective about the ever complex world they are growing up in
- PSHE is about education surrounding sensitive and diverse issues not the promotion of one idea or value.

3 Right to withdraw

3.1 Parents do not have the right to withdraw their children from PSHE as all content covered is under statutory objectives from the Relationships and Health Statutory Guidance 2019 or the Science objectives of the National Curriculum 2014. Children are not taught any information outside of puberty; preparing children for the changes that adolescence brings, or scientific information about the human lifecycle from conception to death.

5 Intent

5.1 Our school's overarching intent for our pupils is to provide a comprehensive health and relationships education programme of study, which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

5.2 Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

5.3 Staff will receive training on the delivery of PSHE and our protective behaviours ethos as included on our continuing professional development calendar.

6 Implementation

6.1 The scheme of work has three core themes, the same for each key stage:

Core Theme 1: Keep me safe

Topic areas:

- Protective Behaviours
- Making safe choices including tobacco, drugs and alcohol
- Digital safety

Core Theme 2: Keep me happy

Topic areas:

- Mental Wellbeing
- Caring and respectful relationships including LGBTQ equality

Core Theme 3: Keep me healthy

Topic areas:

- Health and prevention including puberty
- Physical health and fitness including healthy eating

6.2 Whilst PSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

6.3 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6.4 We will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of protective behaviours, and the meaning of ideas including diversity and acceptance.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Pupils have a specific PSHE book, where they record their work throughout the year. Their work is marked in line with the school's marking policy.

6.5 As part of PSHE we assess the wellbeing of the children annually. The assessment is conducted by the children themselves and teachers on behalf of the children. This data is then used to monitor children's needs and inform additional and specific early help where needed as well as provide trends or patterns that may need to be addressed more specifically through lessons.

7 Organisation/provision

7.1 We teach PSHE in a variety of ways. We have dedicated curriculum time/lessons, to teach our bespoke PSHE scheme of work written using the statutory relationship and health objectives and some of the non-statutory citizenship objectives.

7.2 PSHE is also covered through other areas of the school's curriculum; e.g. Religious Education, science, computing and P.E.

7.3 In addition, PSHE is developed through whole-school activities and events:

- Our school council; the representatives from each class meet regularly to discuss school matters.
- We offer two residential visits in Key Stage 2: Year 3 and Year 6 where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed days; our children take part in themed days and whole school events.
- Visiting speakers.
- A variety of clubs.

7.4 We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

8 Foundation Stage

8.1 In the Foundation Stage, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy.

9 Teaching PSHE to children with special needs

9.1 We teach PSHE to all children, regardless of their ability. 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 in their IEPs, some of these targets may be directly related to PSHE targets.

9.2 For gifted and talented pupils teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

10 Monitoring and review

10.1 The governing board

The Curriculum Committee of the governing board monitors the impact of our PSHE policy when the policy is reviewed. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE programme, and makes a record of all such comments.

10.2 The headteacher and subject leader

The headteacher and subject leader are responsible for ensuring that PSHE is taught consistently across the school. The subject lead is also responsible for regularly reviewing the curriculum and developing it to suit the specific needs of the children in Mawsley Primary.

10.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE and equality for diverse aspects of our local community and the wider world
- Monitoring progress
- Responding to the needs of individual pupils

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

10.4 Pupils

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

Equality Act 2010

At the meeting on 15th May 2017 the Curriculum Committee of the Board of Governors assessed the impact of this policy and associated practices, taking account of information received from staff and governors and after having engaged with parent governors, governors and staff, have concluded that this policy has had and will have a positive impact on all those with protected characteristics in relation to the school's obligations under the public sector equality duty under the Equality Act 2010.

The Curriculum Committee will review the impact of this policy in July 2021 as parental and pupil consultation will take place in the academic year 2020 – 2021 and may result in changes to the content of the PSHE curriculum.