

LADYBROOK PRIMARY SCHOOL



PSHE and RSE POLICY AUTUMN 2019

Policy Author		Date Policy Ratified by Governing Body	
Debbie Presswood		FGB Meeting November 2019	
REVIEW SCHEDULE			
Review Date Due	Date reviewed by Teaching and Learning Committee of GB	Change previous document Y/N	Date circulated (If changes are made)
Autumn 2021	19.10.21	Y	11.10.21
Spring 2022	18.2.22	Y	10.10.22
Autumn 2024	15.10.24	N	15.10.24

PSHE: Personal, Social, Health and Economic Education)

Incorporating: Relationships Education including Sex Education Programme (RSE), Health Education)

National context for PSHE, RSE and HE

Under the Education Act	all schools must
2002/Academies Act 2010	Provide a balanced and broadly-based curriculum which: Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
'Every Child Matters' requires the outcomes for our children:	Ensure children: Be healthy, Stay safe, Enjoy and achieve, Make a positive contribution and, Achieve economic well-being.
Equality Act 2010	Comply with the relevant provisions under the Equality Act. There are nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex.
Children and Social Work Act 2017	Relationships Education (Primary), Relationships and Sex Education (Secondary) and Health Education is statutory in all schools from September 2020
2019 DfE statutory guidance	The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education and Health Education. Schools are required to have a statement of policy on Relationships Education drawn up by the governing body, and available to parents and carers for inspection.

Our Rationale

At Ladybrook we strive to create an environment where children feel their personal, emotional and social needs are nurtured and developed. Here we share a vision to provide **learning without limits** for all our children, as summarised in our aspirations to enable all our young people to develop the essential values, skills, knowledge and attributes to become:

Successful learners Confident individuals Responsible citizens

This policy is central to our vision. It covers our school's approach to the provision of PSHE and Citizenship which we believe (whilst non-statutory) is a fundamental aspect of education and underpins the aims of our school curriculum; it scaffolds all other learning and is at the centre of all that we do. PSHE and Citizenship (Appendix i) help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become active, informed and responsible citizens. We believe that all aspects of PSHE help to promote and address the spiritual, moral, social, cultural, mental and physical development of pupils in our

school and in our community. At Ladybrook the teaching of these skills and attitudes begin in Foundation Stage.

The Relationships Education and Sex Education Programme (RSE) aspect of learning sits within our PSHE/Citizenship policy document below. Therefore, as we are charged to have a Relationships and Sex Education Policy, it forms part of this document.

We are committed to working closely with parents and carers and view the partnership of home and school as vital in providing the effective delivery of PSHE.

The RSE aspect of this policy document has been produced through consultation with children, parents/carers, staff and Governors.

Ladybrook's PSHE and Citizenship Policy

PSHE themes:

- Relationships: developing and maintaining positive relationships; dealing with negative relationships; how to communicate effectively.
- Health: healthy lifestyles; healthy eating and exercise; mental and emotional health; drug, alcohol and tobacco education.
- Personal finance: savings and budgeting.
- Risk: financial and careers choices; personal safety; internet safety.
- Career choices: enterprise, business and finance (these four themes are provided by the PSHE Association – What is PSHE?)
- Developing confidence and responsibility and making the most of pupils' abilities
- Preparing to play an active role as citizens.

The policy aims to:

- ✓ Provide a safe and supportive learning environment for children and adults to work in.
- ✓ Develop self-esteem, self-responsibility, self-worth and emotional well-being.
- ✓ Encourage individuals to learn respect for the differences between people, develop tolerance and understanding towards others.
- ✓ Explore, clarify and, if necessary, challenge pupils' and others' values, attitudes, beliefs, rights and responsibilities.
- ✓ Provide opportunities to work together within classes, as a whole school and as part of the wider community.
- ✓ Develop a safe and healthy lifestyle that includes a sustainable and safe travel culture.
- ✓ Prepare pupils for opportunities and experiences that they may encounter in their lives as children, adolescents and adults in order to become responsible and informed citizens in a global world.

PSHE and Citizenship Curriculum

PSHE, Citizenship and RSE are taught through a spiral curriculum that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach that is age-appropriate for pupils. Teachers offer a variety of teaching and learning styles with the emphasis on interactive-learning which is realistic, relevant and reinforces positive social norms.

We recognise that children will bring prior learning and real-life experiences to the learning. Our programme respects and builds on these, providing learning that reflects the universal and unique needs of our pupils. It is taught within a safe and supporting learning environment where children can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practise in their own lives.

Pupils are able to reflect on their learning which encourages them to consolidate what they have learned and to form new understanding, skills and attitudes. We will amend PSHE teaching according to the need in an individual class so that we can respond to the issues that arise. This flexible approach ensures that our teaching and learning is inclusive and personalised.

EYFS

In Nursery and Reception much of the personal, social, health education is taught mainly in play contexts through these main principles: 'The unique child'; 'Positive relationships' and 'The enabling environment'. Through 'Learning and Development' there are the three prime areas which are crucial for children to develop lifelong learning and help them form relationships.

- Personal, Social and Emotional Development - children develop confidence and self-esteem, manage feelings, build relationships and respect others.
- Communication and Language - children have opportunities to experience a rich language environment, developing confidence and skills in expressing themselves and to speak, listen and understand in a range of situations.
- Physical development - children have opportunities to be active and interactive to develop co-ordination, control and movement. Children need to understand the importance of physical activity and to make healthy choices in relation to food.

For more details see the Foundation Stage Policy.

KS1 and KS2

The '1 decision' scheme is our core tool to teach PSHE themes in Key stages 1 and 2 . As a web-based resource it has the flexibility to develop according to changing national requirements. New modules are added each year. This provides a whole school approach to PSHE from Year 1 to Year 6 and a 'spiral programme' which introduces new and more challenging learning, whilst building on what has been learned before, to reflect and meet the personal development of the children. (See Appendix ii for detailed content)

Staff have agreed and planned the appropriate resources for their year groups and where suitable and beneficial, material is shared or revisited.

Circle Time is used in all classes to develop communication skills, self-esteem and relationships between adults and children, and children and children through issue-based discussion.

Class teachers and support staff constantly and consistently both anticipate and respond to day to day issues relating to PSHE through our Restorative Practice.

Positive self-esteem, a Growth Mindset and a positive atmosphere are promoted through a consistent teaching approach, Rainbow Times and celebrating effort that leads to learning.

Our School Council is actively engaged in decision-making and Pupil Voice. Council members are voted on to the team for the academic year by classmates following individual presentations. The

regularly held Council meetings, with formal agenda and minutes, are organised by the PSHE leader.

Resources

The resources chosen to support teaching and learning are appropriate to the age of the children. They also reflect the diverse nature of our children. Resources will be regularly updated and audited.

1 decision books and videos provide the main source for our teaching and learning. It is supplemented by the following resources if necessary:

- Drugs, Alcohol and Tobacco Education (DATE) produced by Stockport Council to provide accurate information about drugs in a safe and secure learning environment.
- Anti-bullying, Celebrating Difference (ABCD) produced by Stockport Council to provide activities and information in an age-appropriate style.
- Relationships and Sex Education Spiral Curriculum produced by Stockport Council.
- PSHE Association materials (Government approved body for PSHE information and resources).

SEND/Equal opportunities/Inclusion/Diversity

We promote the needs and interests of all pupils irrespective of gender, sexual orientation, culture, religion, ability or aptitude. Teaching will take into account the ability, age, readiness and cultural backgrounds of pupils to ensure that all can access the full PSHE provision.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing multi-cultural and gender issues and ensuring equal opportunities for everyone.

As far as is appropriate, pupils with special educational needs will follow the same PSHE programme as other pupils. Careful consideration is given concerning the level of differentiation needed.

Ladybrook's Relationships Education including Sex Education Programme (RSE) and Health Education Policy

RSE Themes (Statutory from 2020 onwards)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education Themes (Statutory from 2020 onwards)

- Mental Wellbeing

- Physical Health and Fitness
- Healthy Eating
- Internet Safety and Harms
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

RSE – Statement of Values

We believe RSE is important for our pupils and our school because it should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

At Ladybrook we have a Sex Education Programme (Appendix iii) tailored to the age and the physical and emotional maturity of our pupils. Both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The teaching of RSE reflects the values and vision for Ladybrook and the broader PSHE programme. It promotes a child's safety, self-esteem and emotional well-being and helps them to form and maintain worthwhile and satisfying relationships: relationships based on respect for themselves and for others at home, school, work and in the wider community.

We view the partnership of home and school as vital in providing the context for positive and informed programme.

Roles and Responsibilities

Responsibility for the RSE policy in our school ultimately lies with the governing body. At least one representative of the governing body is part of a working group that develops and reviews significant changes to the RSE policy.

The head teacher is responsible for ensuring that

- Parents and staff are informed about the RSE policy,
- Members of staff are given sufficient training to teach effectively and handle any difficult issues with sensitivity
- The agreed policy is put into practice and monitored.

Our PSHE leader oversees the delivery of the curriculum, monitors practice on a regular basis and ensures that the curriculum is inclusive and accessible to all pupils.

All teachers are responsible for teaching according to the agreed school policy and receive appropriate training and professional development opportunities to support effective RSE delivery.

Legal requirements of RSE and parents' right to withdraw

The table at the beginning of this document refers to the legislation to which schools are bound.

Parents have the right to withdraw their children from all or part of the Sex Education Programme provided at school that goes beyond those parts included in the statutory Science National Curriculum. (It is worth noting that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education). The DfE will offer schools a standard pack of information for parents who withdraw their children from sex education.

Parents will not have the right to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Engaging Stakeholders

Parents/carers are informed about the policy via our website. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support via our website, year group meetings and emails. We notify parents/carers when RSE will be taught via letter and email. We encourage parents to come and talk to us if they have any questions. They are able to look at materials used in school if they wish.

RSE Curriculum at Ladybrook

Below is a brief summary of the DfE topics that schools are expected to cover with the related themes to be found in our main resource – 1 decision. Our programme will be matched to the needs of different cohorts and take into account local data from Stockport LA.

DFE Statutory Relationship Education Themes	1 decision Module link	Year Groups
Relationships: Families and people who care for me	Relationships Being Responsible	1-3 1-3; 4-6
Caring Friendships		
Respectful Relationships	A World without Judgement	4-6
Online Relationships	Computer Safety	1-3; 4-6
Being Safe	Keeping/Staying Safe Hazard Watch Being Responsible	1-3; 4-6 1-3 1-3; 4-6
Physical and Mental Well-being: Mental wellbeing	Feelings and Emotions Money Matters The Working World	1-3; 4-6 4-6 4-6
Internet safety and harms	Computer Safety	1-3 ;4-6
Physical Health and Fitness	Keeping/Staying Healthy	1-3; 4-6
Healthy Eating		
Drugs, alcohol and tobacco		
Health and Prevention		
Basic First Aid	Keeping/Staying Safe	1-3; 4-6
Changing adolescent body	Growing and Changing	4-6

Learning Outcomes for Statutory Relationships Education and Health Education

See Appendix iv for detailed outcomes.

Safeguarding

Everyone involved in the teaching of RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue.

Any concerns should always be reported to the DSL and the school's Safeguarding Policy should be followed.

See Safeguarding Policy.

Safe and Effective practice

Dealing with sensitive issues and confidentiality

Wherever possible (taking into account family background, culture, religious belief and children's differing experience), teachers should answer all questions relating to RSE in an open and factual way – for example using the correct names of body parts. 'Ground rules' (see Appendix v) are established between teacher and pupils before all RSE sessions.

Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions using distancing techniques. For example, role play can be used to help pupils 'act out' situations. Case studies with invented characters, appropriate videos, and visits to theatre in education groups can all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

Teachers should use their professional judgement and discretion when answering questions raised by children. To safeguard all those concerned, teachers should not enter into discussions about their personal issues and lifestyle choices and nobody (teacher or child) has to answer a personal question or a question about which they feel uncomfortable.

School uses a traffic light system for any questions that a child may ask an adult. We have an 'ask-it' basket that children can use.

GREEN we will answer the question with the child/class.

AMBER we will discuss the question with an individual.

RED it is not appropriate for us to answer the question and the parent/carer will be informed of the question.

Parents are always informed when puberty and RSE sessions are introduced in Years 4, 5 and 6. All staff know that the ground rules for talking to a child are that if a child discloses any information we may need to inform someone else including the Child Protection Officer. No 'secrets' can be kept: teachers can never offer unconditional confidentiality but they will reassure pupils that their best interests will be maintained.

Child Protection

The child protection officer is Deborah Presswood. Ladybrook follows Stockport's child protection procedures.

Pastoral Care

There is a whole school behaviour policy and anti-bullying policy. All staff are involved in the pastoral care of children and children know that they can go to any adult for support and help. Staff are aware that they need to keep the class teacher and headteacher informed of any concerns or issues. We are committed to working closely with parents and carers on all pastoral issues.

SEND/Equal opportunities/Inclusion/Diversity

See SEND/Equal Opportunities/Diversity section above in PSHE Policy.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with SEND by differentiating teaching and learning where appropriate.

Monitoring, Reporting and Evaluation

Our Governing Body is involved in the review (every two years or sooner should circumstances or legislation change) and updating of the RSE Policy as part of its statutory duty.

Pupils have opportunities to review and reflect on their learning during lessons via discussion and 'What I know now' sessions. All year 6 children complete a PSHE/RSE survey to assess the programme annually. Where appropriate, action is taken to change and/or improve our provision.






Assessment

We have high expectations of all children in all subjects. In PSHE and RSE we have the same high expectations of the quality of pupils' work. Our strong curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teacher assessments are used to identify where pupils need extra support or intervention.

1 decision provides baseline assessments for each module to identify pupils' existing knowledge and understanding. Progress is usually captured through conversation with pupils, although some recorded learning may be used as appropriate eg self-evaluation 'What I know now...' at the end of modules.

School Policies and documents that inform the school's RSE policy include:

-  The Anti-bullying Policy
-  The Assessment, Recording and Reporting Policy
-  British Values document
-  The Computing Policy and On-line safety Policy
-  The Early Years Policy

- ✚ The Equality Statement
- ✚ The Health and Safety Policy
- ✚ The Relationships and Behaviour Policy
- ✚ The Safeguarding Policy
- ✚ The SEND and inclusion Policy
- ✚ The Teaching and Learning Policy

Curriculum links:

- ✚ Geography (incorporating global and environmental issues)
- ✚ Physical Activity Policy and Guidance
- ✚ Religious Education
- ✚ Science