



PRIMARY PSHE (INCLUDING STATUTORY HRE) EDUCATION POLICY

	The school workforce	Governors	Children & young people	Families
Consultation has taken place	date:	date: 03.03.2020 & 11.4.20	Wb 02.03.20	date: 16.03.20
Date formally approved by Governors:	30.06.2020			
Date policy became effective:	01.09.2020		Review Date: 01.09.2022	
Person(s) responsible for implementation & monitoring	Sarah Bell - Headteacher			

Appendix to include documents referenced eg. DfE Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), Children and Social Work Act (2017), Equality Act (2010), Keeping Children Safe in Education (2019) as well as PSHE Association documents.

Pendle Primary PSHE (including statutory HRE) Education Policy

Our School Mission:

From September 2020, the teaching of Health and Relationship Education (HRE) at Primary School will become compulsory and sit alongside the Personal, Social, Health, Emotional (PSHE)/ Science Curriculum.

What is HRE?

Effective HRE is essential if young people are to make responsible and well-informed decisions about their lives. The objective of relationship education is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Objectives of Health & Relationship Education at Reedley

- starts early and is relevant to pupils at each stage in their development and maturity
- builds an effective partnership between home and school
- allows sufficient time to cover a wide range of topics
- is inclusive of difference and challenges stereotypes and prejudice
- respects the views of other people
- develops an awareness of personal safety including what they should do if they are worried
- ensures that all children are assertive and have the confidence to say and do what is right
- understands the dangers associated with online technologies and develop strategies to keep safe
- contributes to a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence
- promotes positive relationships with others, involving trust and respect
- recognises the importance of a committed, long-term, and loving relationship and the importance of family life
- learn the importance of self-control and cope with the influences of their peers and the media
- challenges body image and stereotypes, particularly in the media, and promotes respect and care for their bodies
- includes the acquisition of medically and factually correct knowledge
- prepares them for puberty and adulthood



- helps pupils gain access to information and support
- uses active learning methods - is rigorously planned, assessed and evaluated
- ensures children's views are actively sought to influence lesson planning and teaching

Preventative Curriculum

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still under-reported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

Class teachers teach HRE through different aspects of the curriculum. While we carry out the main relationship education teaching as part of our PSHE curriculum, we also teach some relationships education through other subject areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding, including of his or her body, and how it is changing and developing. All maintained schools must teach the following as part of the National Curriculum for Science. At Year 5 and Y6, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

Tricky Questions

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children ask questions out of the context of a planned session. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for HRE. If children do ask about issues linked to topics, they will be dealt with appropriately and sensitively.

There may be times when a member of staff does not immediately answer a child's question. If the staff member feels that the question falls out of the context of the lesson being taught, they will call the parent and ask them if they want to answer the questions at home, whether they want to the teacher to do this or if they should do this together. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information and this is unlikely to be child-friendly.

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of HRE.

The Role of Parents and Other Professionals

The school is well aware that the primary role in children's relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting these objectives, we will:

- inform parents about the HRE policy and practice



- answer any questions that parents may have about HRE
- take seriously any issues that parents raise with teachers about this policy or the arrangements for relationships education in the school
- seek the views of parents and encourage them to be involved in reviewing the HRE policy
- inform parents about the best practice known with regard to relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents do not have the right to withdraw pupils from relationships education but do have the right to request that their child be withdrawn from some or all of sex education not included in the Science National Curriculum. AS sex education is not taught at Reedley, there are no aspects of the curriculum that parents/carers can withdraw their child from.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with relationship education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHE Subject Leader and class teachers' responsibility to plan the curriculum and lessons

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE by differentiating any input or resources as required.

Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE education provision

We promote social learning and expect our pupils to show a high regard for the needs of others by ensuring that everyone has a right to be listened to.

We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by ensuring that we break down misconceptions, prejudices and behaviours.

Monitoring and Review Monitoring

This is the responsibility of the Head teacher, named Governor and Subject Leader with responsibility for HRE and PSHE. The Curriculum Committee of the governing body monitors our Policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The effectiveness of the HRE programme will be evaluated by assessing children's learning and implementing change if required. Pupil voice will be influential in adapting and amending planned learning activities. Staff also complete an evaluation form annually which the Subject Leader analyses and shares with senior leaders.

Appendix 1 - How will we ensure that the curriculum is relevant to our learners?

Purpose

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

We believe it is important because children need to understand themselves, each other and the world that they live in, so that they can make positive and informed choices in their lives.

It was produced by the leadership team of Reedley School through consultation with pupils, families and



governors.

Parents and carers will be informed about the policy through school newsletters and the policy will be available to parents and carers via the school website.

Overall school aims and objectives

Our school's overarching aims and objectives for our pupils are:

Curriculum aims:

Our curriculum seeks to address vocabulary and language development, to explore positive relationships and to develop curiosity, a love of learning and to promote pupils' extended learning. We build on children's prior knowledge, skills and concepts, in a progressive curriculum, which is tailored to meet the needs of the learners.

Mission statement

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

School motto

Achieving Today For Tomorrow's World

What values will underpin this policy?

Our programme promotes the spiritual, moral, cultural, mental and physical development of pupils

What are the aims and objectives of our PSHE programme inc Health and Relationships Education (HRE)?

Our programme aims to ensure that children receive accurate and factual information about themselves, their bodies, other people and the wider world including how to get on with other people and how to keep themselves safe and healthy. We believe that this should be delivered in an open, honest and non-judgemental way which will provide children with an awareness of the wider world, in order for them to become good citizens, have healthy relationships and to develop respect, tolerance and understanding of others.

How will we ensure the curriculum is relevant to our pupils?

While promoting the values above, we will ensure that pupils are offered a balanced programme by using local health data and views and opinions of the families and children.

We will also consider the range of incidents that occur in school via use of CPOMS.

What are our intended outcomes?

The learning outcomes of our programme will be that pupils will:

- know and understand how to get on with others and how to understand their own behaviour, their bodies and emotions.
- understand they have a right to be listened to
- understand they have a responsibility to listen to others and to accept that people have many differences

Creating a safe and supportive learning environment

- We ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by allowing them to discuss issues with staff where needed. Any issues that come to light during any lesson are reported to the DSL if there are safeguarding concerns or concerns about a child's wellbeing.



- The school seeks to provide a safe, secure learning environment for HRE and PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.
- The school seeks to ensure members of staff are role models for positive interpersonal relationships.
- Group agreements are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils. These will be displayed in the classroom and in each child's room.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through differentiated resources, support and explanations, where appropriate.

Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE education provision

We promote social learning and expect our pupils to show a high regard for the needs of others by sticking to the established ground rules which includes not asking each other personal questions and using theoretical case studies.

We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all.

How will we ensure that our equalities obligations are fulfilled?

The needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude are addressed and respected by lessons taught specifically related to different types of families and circumstances eg disability, educational needs, race, nationality, ethnic or national origin, gender religion or whether they are looked after children.

We will ensure equality by reinforcing positive messages to children in lessons and out of lesson, eg in relation to incidents that occur around school. We will assess the needs of different pupils by considering children's starting points in relation to each topic area and ensuring children have access to accurate vocabulary and that they make progress in relation to their knowledge and skills.

In relation to sexual orientation/gender identity:

- 1) If a child initiates a conversation with a staff member regarding their own sexual orientation or gender identity, then an appropriate staff member will have a conversation with the child, which will consist of listening to the child but not offering any information about the topic. Unless there are safeguarding issues, which would put the child in danger, school staff will contact the parent/carer to discuss the matter either privately or with the child present, depending on the child's wishes. Support would be provided for the child and family including counselling if relevant. During the conversation with the child and their family, plans may be put into place regarding the preferred name the child would like to be known by and anything else that the child and their family deem to be relevant. If these issues become relevant at Reedley, the child in question, and their family will be asked as to their preferences for next steps which may include the parents of the other children in relevant year groups receiving a letter informing them of the arrangements so that they can have a discussion with their own child prior to the changes being implemented. The child would be appointed an appropriate key worker, who will monitor their emotional and social wellbeing.

Governors views may be sought prior to any actions being taken.



- 2) If children in school use homophobic language, this is always reported to the child's parent. The parent is given the opportunity to speak to the child at home, but it will always be followed up by a conversation in school, to ensure that the child knows that they shouldn't have used that term. The parent/carer will be invited to take part in the discussion if they wish to. The conversation from school staff will explore what the child's understanding of the term is and what the motivation was for using this term. The conversation will be age appropriate and will focus of the rights and responsibilities of the victim but also the emotions/motives of the perpetrator. Staff will not go into detail of the nature of the term used but will be very clear about what is and is not acceptable behaviour.

Appendix 2 Overview of Scheme & Statutory Science Requirement

Statutory Guidance on Relationships Education

KS1& 2 Five Topics:

- *Families and people who care for me*
- *Caring Friendships*
- *Respectful relationships*
- *Online relationships*
- *Being safe*

Statutory Guidance on Physical Health and Wellbeing Education (Health Education)

KS 1 & 2

- *Mental wellbeing*
- *Internet safety and harms*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol and tobacco*
- *Health and prevention*
- *Basic first aid*
- *Changing adolescent body*

Statutory Science Curriculum that links to PSHE

Animals, Including Humans

KS1

Pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

KS2

Pupils should be taught to:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Pupils should be taught to 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 could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.



Appendix 3

What is our intended outcome, key principles and Teaching Methodology?

Key Principles and Teaching Methodology

We will ensure learning starts from where pupils are, by assessing skills, knowledge, concepts and vocabulary prior to the lessons.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by using appropriate case studies and not dwelling on too many negative outcomes.

We will ensure cross-curricular learning by referring to aspects that are taught in a range of curriculum areas and in general school life eg in relation to incidents that occur in and around school.

How will we assess this learning?

We will assess pupils' learning to establish their baseline and their endpoint to show individual progress.

How will we involve and consult pupils?

Pupils have been involved in the creation of this policy through taking into account pupil questionnaires.

Pupils will have opportunities to review and reflect on their learning during lessons by using a range of assessment strategies.

How will pupils' questions be answered?

We will enable pupils to raise anonymous questions by using an ask-it basket where relevant, but pupils are also able to ask questions throughout lessons in the class or to the teacher individually.

Children will be informed that their questions may be answered or that they may not be, depending on the content.

If the question is about an aspect that is not covered as part of the curriculum, they will be informed that the teacher will inform the parent, who will have the option to answer the question at home, for the teacher to answer the questions or for them to answer it together.

Monitoring, reporting and evaluation

The PSHE subject leader will monitor the coverage of work and whether the appropriate skills, knowledge, vocabulary and knowledge have been acquired. This will include pupil interviews and looking at work covered, which will then be used to evaluate the curriculum content for future topics.

A monitoring report for PSHE will be sent to Governors each term.

What is our policy on confidentiality?

Teachers create a group agreement and remind pupils of this at the start of every lesson and part of this is that personal information is not discussed and any case studies are theoretical.

The school recognises the importance for children, young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs an appropriate referral may be made following on from issues which may arise during PSHE lessons.

Appendix 4

Working with Parents /Carers

Parents will be informed about the policy through the school newsletters and is available to parents through the school website.

An information session was held on 16th March 2020 in school, where parents were able to view the



programme, resources and ask questions. They were also asked if there was anything else that they wished to include in the teaching of PSHE or HRE.

Information from parental comments has been used to update the resources, which are now available to view on the school website – parent section.

Right to withdraw – parents will be informed that the aspects of the curriculum taught at Reedley are statutory and therefore there is no right to withdraw their child from the PSHE or HRE lessons.

There is no right to withdraw from science curriculum which includes aspects of human development

Timetabling PSHE education

We allocate one hour per week of curriculum time to PSHE education

Our PSHE education takes place as whole class lessons, with the exception of the puberty talks in Y5 and Y6, which are taught in single gender groupings.

Our PSHE education provision is mapped and planned effectively to ensure that themes are covered in school at the same time. This allows staff and visitors to deliver whole school content as appropriate, such as hygiene and health messages.

Who will be responsible for teaching the programme?

The programme will be led by the PSHE lead, supported by Headteacher and Deputy Headteacher.

It will be taught by classteachers.

The school will support members of staff delivering PSHE to access appropriate CPD. The PSHE lead will be available for planning support and advice.

The use of visitors to the classroom

We will use external contributors where school feel this is necessary.

Appendix 5

Other aspects of school life that contribute to PSHE education include:

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Opportunities to take responsibility include School Council, Reading buddies, Sports Ambassadors

Responsibility for the implementation of this policy.

Key (PSHE/Personal Development) Governor? Samaira Nasim

Head teacher - Sarah Bell

Deputy Headteacher - Kerry Gorrell

PSHE Lead – Unas Sange

Teachers – All classteachers

Parents / carers

Professional Development

Policy will be reviewed every two years, unless there is a reason to review it earlier.

Next review – September 2022



Appendix 6 Terminology used in this policy

SEND – Special Educational Needs and Disabilities

SRE – Sex and Relationships Education

HRE – Health and Relationships Education

PSHE – Personal, Social and Health Education

CPOMS – Child Protection Online Monitoring System – a record keeping system used in school

DSL – Designated Senior Lead – a staff member within school with responsibility for safeguarding

CPD – Continuous Professional Development – staff training