



Personal, Social, Health and Economic Education (PSHE) Policy

incorporating reference to
Relationship and Sex Education (RSE) Policy

Last updated: 11 January 2024

Contents:

1. Schools Vision, Values and Aims
2. Learning Means the World
3. Curriculum Aims
4. Relationship and Sex Education (RSE) - Discovery
5. How we monitor, evaluate and assess teaching and learning in PSHE

1. School Vision, Values and Aims

Our school curriculum is underpinned by the school vision, values, aims and motto that we hold dear at our school. At Colham Manor Primary, the children are at the heart of all we do and we believe that every child deserves the opportunity to be happy, feel valued and experience success. Our school actively celebrates the dignity and worth of each individual. Everyone is welcomed into our school family and we aim to support all children in developing a love of lifelong learning and this is captured in our school motto:

‘Aspire, Achieve, Thrive’

2. Learning Means The World

Our curriculum is knowledge-rich and skills-based, providing the perfect blend of learning for pupils in a fast-changing and interdependent world.

‘Learning Means the World’ reflects the real world. It is a brave, forward thinking, buzzing, relevant curriculum that promotes independence, creativity and curiosity to help pupils become collaborators, innovators and leaders.

‘Learning Means the World’ takes an interdisciplinary approach to learning and puts great emphasis on curriculum depth. It is ‘hands-on’, ‘minds-on’ and ‘hearts-on’ and makes pupil agency a key feature of the curriculum. The thematic approach to teaching and learning is designed to support children’s natural curiosity, stimulate their creativity and promote an appetite for, and love of, learning. It offers children the chance to engage in deep learning giving them the time they need to reflect, consolidate and transfer their learning.

The 4Cs

At the forefront of ‘Learning Means the World’ are world issues centred around the four Cs of Communication, Conflict, Conservation and Culture.

Communication

Pupils need to learn how to communicate clearly and positively at a variety of levels, using verbal and non-verbal skills to get their ideas and feelings across, to receive other people’s messages and to resolve conflict.

Conflict

Poverty and political, social, and economic inequalities between groups predispose them to conflict. Eight out of 10 of the world’s poorest countries are suffering, or have recently suffered, from large scale violent conflict. Pupils need to learn how to handle disagreements constructively and resolve their differences. Conflict can be seen as an opportunity for learning about and understanding and respecting our differences.

Conservation

The population of human beings has grown enormously in the past two centuries and billions of people use up resources quickly. It’s normal to feel powerless when faced with the enormity of world conservation issues, but pupils need to know that small actions can make a big difference.

Culture.

Our communities are becoming increasingly diverse, creating a fusion of people of many religions, languages, economic and cultural groups. An understanding and appreciation of, and establishing relationships with people from, other cultures is vital in building and maintaining successful communities. Pupils need to learn how culture affects perception, influences behaviour and shapes personalities and lives.

3. Curriculum Aims

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education, drawing on good practice.' This will now incorporate relationship and sex education (RSE).

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be 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 opportunities, responsibilities and experiences of later life.'

We use a PSHE Programme (3D PSHE) in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work. As part of the safety element, the subjects of extremism and radicalisation, although not compulsory, are included in both KS1 and KS2.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap, flexibility and progression:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world in which we live.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them

- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

LMTW also provides a series of additional lesson (three in KS1 and five in KS2) to be delivered to give pupils an understanding of extremism and radicalisation. It is the intent of this policy to ensure that these lessons are delivered. It is advised that KS1 lessons are delivered during Year 2 and that KS2 lessons are delivered during Year 5.

4.Relationship and Sex Education (RSE)

Relationships Education for primary pupils is now statutory and, as such, reference has been incorporated into the PSHE policy of Colham Manor Primary School.

Aims of RSE education

At Colham, we aim:

- to develop the children's ability to make informed decisions about their wellbeing, health and relationships.
- to teach the characteristics of good, physical and mental health and mental wellbeing.
- to provide the fundamental building blocks and characteristics of positive relationships including: friendships, family relationships and relationships with other children
- to provide, caring, safe, inclusive and an informative environment for our children
- to build children who are confident, resilient and are aware of how to lead a healthy life.

Once a term the children will look at puberty education related to their age and, in Year 6, Sex education. For this, we are following Discovery Education's scheme of work.

All RSE teaching to contain 5 key components. These are our non-negotiables.

Our non-negotiables in each RSE lesson are:

- 1) to provide an open and trusting environment
- 2) to discuss key words and the meanings of these
- 3) to provide the information and the opportunity for the children to talk about their views
- 4) to allow all children to have access to the learning and a chance to discuss the topics
- 5) to link to real life eg Laws to the learning

RSE will be taught within our Discovery curriculum. The themes covered will link to the theme being taught. RSE will also be taught within the PHSE and aspects of our science curriculum.

Discovery Education Health and Relationships provides schools with a planned, progressive scheme of work for Health and Relationships education from Year 1 to Year 6. In Year 6, although not statutory, Discovery Education is used to provide informative sex education.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born.

What is the compulsory part of RSE?

Parents do not have the right to withdraw their children from Relationships Education. Parents do have the right to withdraw their children from the components of Sex Education within RSE.

Requests for withdrawal should be put in writing and addressed to the head teacher, Mrs C Rissen. Alternative work will be given to pupils who are withdrawn from sex education

Teaching within RSE, including: teaching around family beliefs

Colham Manor Primary School's approach to Relationships Education is that individual family structures and beliefs are respected at all times. The school will not tolerate unacceptable behaviour on the grounds of race, religious belief or sexual orientation.

Our school believes that our approach to the school learning environment will create tolerance and understanding of one another and celebrate differences.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to
- RSE monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

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

Parents/Carers

The school will liaise with parents/carers through opportunities to attend meetings where resources to be used within PSHE/RSE will be shared. Parents/Carers must ensure they make the school aware if they have any questions.

For children in Years 5 and 6, a formal meeting will be offered to share the resources the school will be using to teach Sex Education. Parents/Carers will inform the school of their decision in respect of consent for their child to attend Sex Education lessons or not following this presentation every year.

5.How we monitor, evaluate and assess teaching and learning in PSHE/RSE

The lead for PSHE/RSE is Jo Mobbs, it is her responsibility to ensure that PSHE is being taught across the school. This will be done through planning scrutinies, learning walks, book monitoring and feedback through pupil, staff and parent/carer voice. Each class teacher is responsible for ensuring that the lessons are accessible to all children and that they all take part in the lesson. During these explicit lessons, PSHE will not always need evidence recording and should be completed through discussions. The lessons will be at least 30 minutes PSHE is also taught discretely throughout the Dimension Curriculum, when completing these lessons any written work should be recorded in the LMTW purple books and stamped with the PSHE stamp.

Assessment

PSHE should be assessed in a variety of ways, these include:

- Self assessment
- Peer assessment, role plays, group reviews, circle time
- Informal teacher assessment, observations, questioning
- Formal teacher assessment, quizzes, work samples
- Dimensions curriculum provides access to Kahoot Quizzes which can be designed by class teachers to assess the children's progress and understanding within an area of PSHE.
- Skills and progression ladders – These can be used to make more formal judgements on the children's understanding within PSHE.

This policy is reviewed annually, or where or when necessary.

Roles and responsibilities

Governance

Governors will approve PSHE (incorporating RSE) policy.

The Headteacher and PSHE/RSE lead

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.