



Russell Scott
Primary School

PSHE AND RSE POLICY

Member of staff with responsibility	Dawn Powell
Governor agreement	Elaine Healey
Date of first publication	December 2021
Date of next review	December 2026

1. How this Policy was developed

This policy was written in consultation with parents, teachers and other school staff, governors and the pupils at Russell Scott Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures 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.

Health Education is also statutory in all schools¹.

We at Russell Scott Primary School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education,² as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

4. Intent of PSHE

At Russell Scott Primary School we aim to instil the belief that if they '*Reach High*' they will '*Go Far*' and this embodies everything that we do. In order to achieve this we have designed our curriculum very carefully so that our children can develop to the fullest the intellectual, physical, emotional, relational and spiritual aspects of themselves. We recognise the importance of personal, social, health and economic (PSHE) education and the role it plays in developing our pupils into *Physically fit; Mentally Strong*, independent and responsible individuals who can make healthy choices for themselves both on a physical and emotional level about their future. We share a cohesive vision through our core principles to help the children at Russell Scott understand and value how

they and others fit into and contribute to our world so that they become responsible and compassionate, informed citizens of the future who will thrive as individuals, family members and members of society and the global community.

Furthermore we have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE within a whole school approach. We also promote and practise mindfulness allowing our children to advance their emotional awareness, through our zones of regulations so that *Everyone Can Shine* and have a belief in themselves and realise that anything is possible if they put their mind to it!

Being a part of Russell Scott is like being a part of one big family. We have the well-being of all at its heart. By providing stimulating, challenging experiences we create *Memories* which *Shape Our Future* as the children develop a sense of identity, creativity and a true love of learning.

The quality of PSHE that not only is taught, but embedded in our ethos at Russell Scott ensuring that our children are given wide perspectives to the diverse society that we live in today. It promotes the spiritual, moral, cultural, mental and physical development of our pupils, our SMSC development is fully at the heart of our school ethos. British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for the opportunities, responsibilities and experiences for life and work in modern Britain. Our Relationships Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

5. How PSHE education, including Relationships Education, is provided and who is responsible for this

Our Long term plan for PSHE and Wellbeing covers all the essential statutory requirements for Relationship Education and Health Education but in order to cover all aspects of PSHE education we use a wider high quality programme of learning which covers subjects that are not DfE requirements but which are included to ensure a complete PSHE programme, including SMSC and British Values.

<Q:\Curriculum Review & Development 2019 2020 2021\Subject Knowledge\PSHCE\PSHE FINAL documents\PSHE medium term plan.docx>

This mapping shows how all the learning outcomes and DfE statutory requirements are covered and also which year and more specifically which lesson they are taught in. The skills are all mapped for each year group to build on and secure prior knowledge (see appendix 1)

Using SCARF allows the PSHE to be planned into half term units to match our curriculum, and due to its flexibility lessons can be moved around and even timetabled to a specific date.

There is planned progression across the PSHE scheme of work, so that children are increasingly and appropriately challenged as they move up through the school taking into account the changing needs of cohorts and local circumstances.

Our PSHE subject lead, Dawn Powell works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Lessons are mostly cross curricular to fit in with half termly topic plans however at times it may be appropriate to teach stand-alone lessons to react to issues or circumstances that may arise as the world changes.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Half termly assessment is completed by the class teacher using learning outcomes to demonstrate progression of both skills and knowledge.

6. What is being taught

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage³

The Early Years Foundation Stage

SCARF supports and contributes to the EYFS framework's Early Learning Goals, Characteristics of Effective Learning and Development Matters statements, particularly Personal Social, Emotional Development (PSED), and Communication and Language

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics,

³ SCARF medium term planning documents <https://www.coramlifeeducation.org.uk/scarf/programme/1231/year/0>

as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

7. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher throughout the whole year in their usual classes, in mixed sex groupings, using a range of teaching methods.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a sensitive group agreement at the beginning of lessons or topics. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools child protection policy which can be found on the school blog.

Support is provided to children experiencing difficulties on a one-to-one basis, via our learning mentor. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

8. How PSHE education is monitored, evaluated and assessed

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead provides an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject

lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

Half termly assessment is completed by the class teacher using learning outcomes to demonstrate progression of both skills and knowledge. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

9. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their learning plan.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

10. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

11. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Dawn Powell.

12. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

13. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- School's own Child Protection policy

- School's own Anti-bullying policy
- School's own Equality Policy
- DfE 'Keeping children safe in education' (2019)

Useful resources/Appendix

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools
<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:
<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>