

Rakegate Primary School



PSHE (Personal, Social, Health and Economic)
Education Policy & RSHE policy
(Relationships, Sex and Health Education)
statutory from September 2020)

Vision

We will provide a safe, happy and creative environment in which school and families can work together to enable the children to learn effectively. We believe all children can reach their full potential by equipping them with the skills and knowledge required for a rapidly changing world.

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental, 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.

PSHE

At Rakegate School, we teach Personal, Social, Health and Economic education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Kapow PSHE scheme aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society. Kapow Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. The scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Rakegate Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use the Kapow scheme, as our chosen PSHE teaching and learning programme and tailor it to your children’s needs.

This programme’s complimentary updated policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)

- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

What do we teach when and who teaches it?

Whole-school approach

The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Key areas

We have categorised our lessons into the five key areas below, which we return to in each year group, making pupil's prior and future learning clear and shows how what you are teaching fits into their wider learning journey. Year 6 also have a further key area: Identity.



Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE.

Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme.

The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

At Rakegate Primary School we allocate 45- 60 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Implementation

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can

then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help. The role of parents and carers is recognised, and guidance is provided to assist schools on how to work with them and include them in their children's learning.

Relationships and Sex Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover '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'.

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

Introduction

This is the policy of Rakegate Primary School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the board of governors on _____.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy:

PSHE, Science, Computing, PE, PE, Drugs policy, Safeguarding policy, Confidentiality policy, Behaviour policy, Inclusion policy, Food policy, Anti Bullying policy, Health and Safety policy, External visitor Policy, Equality Policy, E-safety policy, Extreme radicalisation in schools Policy, Safeguarding Policy.

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by our supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Throughout their time at Rakegate, we will be installing the values of: **Ready, Respectful and Responsible.**

We believe that Relationships and Sex Education (RSE) should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. RSE is important to ensure that children grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and be emotionally safe. We teach pupils to be digitally safe with e-safety being a vital message throughout the school.

Aims

The aims of our RSHE programme are:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

The school will consult parents on issues which may arise and will offer opportunity to preview and discuss resources and materials that we intend to use, particularly those used to prepare children for changes experienced at puberty. The PSHE and RSE curriculum and policy will be made available to parents before the delivery begins. Where possible Parents/Carers will be offered the opportunity to discuss the content and delivery of the curriculum with the person(s) responsible for delivering it.

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Governors

Define the specific role of the trustees and/or governors (strategic oversight).

You may want to name a particular trustee or governor who has responsibility for RSHE.

Headteacher

The Headteacher will be:

- Responsible for the oversight of the curriculum/policies, dealing with issues concerning withdrawal and safeguarding.
- Provide information to the trustees/governors
- Provide training for the subject leader and staff, as required.
- Support the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.

Subject leader

The role of the PSHE lead will be:

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

All staff (Teaching and support staff)

The role of all staff will be:

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.
- Answer questions as openly as possible, but if faced with a question they do not feel comfortable answering within the classroom (or exceeds the school's RSE policy's remit), provision would be made to meet the individual child's needs through the inclusion of other appropriate adults/professionals.
- Teaching staff will receive ongoing training as required to support with developing awareness and needs.

LA adviser

To support with subject development, sharing best practice, updating any national guidance/training, LA trends.

Safeguarding Lead

To be responsible for checking the policy for safeguarding compliance and deal with safeguarding matters should they arise.

Parents and carers

To be responsible for working in partnership with the school by being conversant with school policy and supporting learning within the home environment.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and be equipped to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings.

Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

At Rakegate RSHE is covered as part of a wider programme of PSHE education. Lessons are delivered weekly usually by teaching staff or occasionally by external agencies. For KS1 lessons are 40 - 45 minutes long and for KS2 – lessons are 50 - 60 minutes long.

External agencies and valued members of the community are encouraged to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the School Nurse and other health professionals, give us valuable support with our RSE programme. Other people that we may call on include visiting speakers from relevant, quality assured national and local charities who can support our curriculum. In the past these have included the NSPCC and Drugs awareness, Online behaviours, Police etc.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

Curriculum content

Long term planning

The school has chosen to use the [Kapow Primary RSE scheme of work](#), which provides full curriculum coverage, including all the statutory content, for each year group.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.

- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

Year 6 Safety and the Changing Body, Lessons 5 and 6 (Puberty, conception, pregnancy and birth)

The school will inform parents of this right by the curriculum newsletter and through Marvellous ME before the unit is taught. Parents/carers should indicate on the parents letter if they wish for their child to be withdrawn from the sex education lessons. Alternative arrangements will be made for the child during the sex education lesson that the child will not attend.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Should this happen, our Safeguarding policy will be followed.

Children will have the opportunity to report any concerns they may have either that day or the following day. Appropriate steps will be taken to provide additional support for children if required.

Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

Monitoring will involve:

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional development

he headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed every three years or more frequently if any amendments are needed.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		