



# PERSONAL SOCIAL AND HEALTH EDUCATION POLICY INCLUDING RSHE PRESTON MANOR SCHOOL An All-Through School

<b>Governors' Committee Responsible:</b> Lower School Learners Welfare	
<b>Statutory Provision:</b> Statutory	
<b>Policy Author:</b> Natercia Ferreira Teves	<b>Review Period:</b> Annual
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## **PSHE at the Lower School (Including Relationships, Health and Sex Education)**

### **Rationale and Ethos**

This policy covers our school's approach to supporting pupils to be safe, happy and prepared for life beyond school. Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school, we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence. The ethos of the school, the quality of its relationships, its concern with equality of opportunity and the values which it exemplifies are crucial factors in pupils' personal and social development.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens, including the new statutory changes in Relationship, Health and Sex Education. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

### **Key stage KS1 and KS2 PSHE curriculum**

Our PSHE curriculum challenges pupils to become confident, successful and happy individuals. Currently, we are following the 1decision Programme for our KS1 and KS2 pupils, which is a unique interactive bank of life skills resources that has been created to support PSHE, SMSC development, and safeguarding. It has recently been updated to support the new statutory changes in Relationship, Health and Sex Education. This modular program is age stage appropriate for all years and is accredited by the PSHE Association, the national body for Personal, Social, Health and Economic Education. Core knowledge is broken down into modules of manageable size and communicated clearly to pupils by class teachers, in a carefully sequenced way, within planned lessons. To supplement the learning, we have 2 key focuses across the year: Respect Week in November and Careers Week in March.

### **Planning, Teaching and Learning**

Each half term is dedicated to following a specific module where specific skills are taught and covered. This approach has been devised in such a way that the learning skills for each year group are progressive and age appropriate. The following are the modules taught to all year groups from Year 1 to Year 6 with different messages and age appropriate activities. In particular, each module contains a series of documentaries and videos with alternative endings, which enable children to explore various topics in a safe, educational environment. The interactive resources provide opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

#### **Module 1: Keeping/Staying Safe**

In KS1, this module offers the opportunity to help children identify potential dangers in different environments, including dangerous gases, harmful sun-rays etc. Throughout this module students will learn rules for and practise simple ways of keeping safe and finding help. The knowledge gained throughout this module will support students in gaining the skills and vocabulary to help maintain their personal safety now and in the future.

This module continues to support students in identifying ways of keeping themselves and others safe in KS2. Students will deepen their understanding of the impact and consequences that can happen as a result of their actions, exploring areas such as peer pressure. Students will have the opportunity to learn how to assess risk, recognise danger and warning signs, and further their understanding of the dangers that surround them.

### **Module 2: Keeping/Staying Healthy**

During this module, KS1 children will learn that food is needed for bodily health and growth. This module complements our school's wider approach on the education of healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and school food. Pupils will be able to identify what types of food are positive choices and also explore and practise personal cleanliness routines, such as washing their hands. This will enable them to begin to understand that some diseases are infectious, and that transmission may be reduced when simple hand washing routines are introduced. This module also helps children to know, understand, and explore simple safety rules related to medicinal drugs.

Building on from the knowledge gained from the KS1 module, KS2 pupils are encouraged to research and gain more knowledge about healthy and unhealthy food choices, including how their bodies are affected by the food choices that they make. Their learning of healthy lifestyle choices progress on to other factors, including the potential dangers of experimenting with cigarettes and alcohol.

### **Module 3: Relationships/Growing and Changing**

This module aims to equip KS1 students with the skills and knowledge they will need to understand a range of feelings, including how feelings can be communicated without words, and the importance of caring about other people's feelings. This will help students understand situations from another person's point of view. Children will explore healthy and unhealthy relationships and learn how to seek help and support if they feel uncomfortable in a relationship. This plays an important role in preventative education, ensuring that children are taught about safeguarding.

Within this module, KS2 children will continue to look at healthy and unhealthy relationships and will be provided with information on how to seek help if they feel worried or scared about a particular relationship they have with someone. Alongside this, KS2 pupils focus on the statutory content for RSE involving growing and changing, including puberty and conception (please refer to our RSE policy for further information on this).

### **Module 4: Being responsible**

This module helps KS1 pupils develop personal attributes by providing them with the opportunity to identify what things they have learnt to do for themselves, what duties they are responsible for daily, and how this will change as they grow. They will look at how they can set goals to improve their skills in an area of their choice.

In KS2, children will develop a deeper understanding of being responsible for themselves, but also how their actions can affect those around them, by exploring a range of situations that they may face now and in the future, which helps them to gain an understanding of how behaviour can be considerate, sensible and responsible. Subsequently, children will learn how they can help those around them, becoming productive members of society.

### **Module 5: Feelings and Emotions**

The content set out in this module gives KS1 children the opportunity to recognise and name a range of emotions and develop an understanding of their physical effects, distinguishing between those that feel pleasant and those that feel unpleasant. Pupils will acquire a range of strategies that can be used to help them manage uncomfortable feelings, including mindfulness techniques, and be able to apply these in real-world scenarios.

In KS2, children will continue to explore their own feelings further, as well as the feelings of those around them. They will gain the skills to manage their emotions positively and to understand how and where to seek help if needed.

### **Module 6: Computer Safety**

This module helps KS1 children to understand the golden rules for staying safe online, how their online activity can affect others, and how to identify other positive and negative aspects of using technology. This module complements the education of e-safety in our Computing curriculum and allows students to explore the potential outcomes for online bullying, sharing images and making friends online with people who they do not know. They will also be introduced to a supporting network of helpful organisations.

KS2 pupils will deepen their understanding of negative and positive aspects of using computers and being online, including laws that have been created to protect us. Throughout this module, children will gain the skills and knowledge to enable them to cope in the media generation.

### **Module 7: Money Matters/The Working World**

KS1 children will explore the basic rules of saving money and the importance of keeping money safe. This will build on the skills and knowledge students gained from participating in our Christmas Fair Enterprise.

In KS2, students will be introduced to taxes and how these contribute to the services that look after them. Throughout the module, KS2 pupils will explore many areas, including enterprise skills, budgeting and price comparisons. This module will help young people to better understand the world around them.

In addition, Year 3 and Year 5 pupils receive money matters teaching from My Bank (a charity) in the autumn term. The whole school also takes part in an enterprise initiative in Autumn 2.

### **Module 8: Hazard Watch/A World Without Judgement**

At the heart of this module, there is a focus on keeping children safe. Teaching children about hazardous items in a safe environment and supporting them in becoming safety detectives can prevent accidents. KS1 children will be able to explore and identify the potential dangers in different environments, and their knowledge gained can be used to complement the skills that they learn about in the Keeping/Staying Safe module.

The KS2 module of 'A World without Judgement' supports children in exploring and celebrating the diverse world we live in. Importantly, the module helps children to focus on people's strengths, celebrate differences, and understand that everyone has the right to live the life they choose as long as they are not hurting others. Students will research British values and the laws that exist to protect them, aiming to

support children in becoming more accepting of others, including different religious communities and people with disabilities.

**First Aid:** We will be delivering basic first aid teaching to pupils through a First Aid Awareness Day in Summer 1 term. Building on their learning from the Keeping Safe module, KS1 pupils will continue to learn what constitutes an emergency situation and learn how to make a clear and efficient call to emergency services. KS2 pupils will learn the concepts of basic first aid, such as how to deal with common injuries. The day will be delivered by teachers and supported by resources from St John Ambulance and First Aid for Life, as well as support from First Aid trained staff in school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	KEEPING/ STAYING SAFE HAZARD WATCH	KEEPING/ STAYING HEALTHY	RELATIONSHIPS  SRE	FEELINGS AND EMOTIONS	BEING RESPONSIBLE	KEEPING/ STAYING SAFE COMPUTER SAFETY
<b>Year 2</b>	KEEPING/ STAYING SAFE	KEEPING/ STAYING HEALTHY	RELATIONSHIPS  SRE	FEELINGS AND EMOTIONS	BEING RESPONSIBLE	MONEY MATTERS COMPUTER SAFETY
<b>Year 3</b>	KEEPING/ STAYING SAFE COMPUTER SAFETY	KEEPING/ STAYING HEALTHY	RELATIONSHIPS  SRE	FEELINGS AND EMOTIONS	BEING RESPONSIBLE	MONEY MATTERS KEEPING/ STAYING SAFE
<b>Year 4</b>	KEEPING/ STAYING SAFE COMPUTER SAFETY	KEEPING/ STAYING HEALTHY	RELATIONSHIPS (GROWING AND CHANGING) SRE	FEELINGS AND EMOTIONS	BEING RESPONSIBLE	THE WORKING WORLD A WORLD WITHOUT JUDGEMENT
<b>Year 5</b>	KEEPING/ STAYING SAFE COMPUTER SAFETY	KEEPING/ STAYING HEALTHY	RELATIONSHIPS (GROWING AND CHANGING)  SRE	FEELINGS AND EMOTIONS	BEING RESPONSIBLE	THE WORKING WORLD A WORLD WITHOUT JUDGEMENT
<b>Year 6</b>	KEEPING/ STAYING SAFE COMPUTER SAFETY	KEEPING/ STAYING HEALTHY	RELATIONSHIPS (GROWING AND CHANGING)  SRE	FEELINGS AND EMOTIONS	BEING RESPONSIBLE	THE WORKING WORLD A WORLD WITHOUT JUDGEMENT

## EYFS PSHE Curriculum

At present, we are following the Jigsaw PSHE scheme of learning for our Reception children, a comprehensive programme underpinned by a mindful approach which aims to prepare children for life, helping them know and value who they are and understand how they relate to other people in this ever-changing world. The programme integrates emotional literacy, self-regulation of behaviour, social skills and spiritual development in an input-per-week programme, all of which supports Development Matters

and the Early Learning Goals. Sessions are structured to include a short input using a variety of fun learning approaches, appropriate for young children, with a selection of resources and activities which can be accommodated throughout the week to support the learning. For example: original songs, outside learning activities, 'Jigsaw Jenie Friend' puppet and 'Calm Me' scripts to nurture mindfulness through quiet reflection using the Jigsaw Chime.

### **Assessment, Recording and Reporting**

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgments as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily evaluations, or photographs/videos.

In KS1 and 2, class teachers make use of ongoing observations to assess children's progress in PSHE. Class teachers complete a formal PSHE assessment tool at the end of each theme (termly). To help teachers assess children's outcomes, pupils engage in baseline assessment activities at the beginning of each 1decision module, such as drawings and annotations, written assignments and/or quizzes, which pupils revisit at the end of each unit to edit or make additions to its content, so as to capture progress. Furthermore, students reflect on their own progress and perform self-assessments against modular objectives after each session using a traffic light system (red, amber, green). As they revisit the modules each year, students will self-assess different objectives in that topic on the same self-assessment sheet in a different colour, building on prior learning and showing progression.

Any learning created during or as a result of PSHE sessions can be recorded in pupils' 'my wellbeing' book. In Year 1, children will start this book which follows them through the school until the end of year 6, demonstrating progression through the 1decision programme. The recording of learning in these books will also assist teachers in their assessment of pupil progress.

### **Monitoring and Evaluation**

The head teacher, deputy head teacher/inclusion leader and PSHE co-ordinator are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.

### **Extended Wellbeing Provision to Support PSHE**

We strongly believe that our PSHE curriculum, complemented by other national curriculum subjects like science, food technology, computing and PE, is a fundamental part in a wider whole-school approach to supporting the wellbeing of pupils. In addition to the timetabled lessons, Preston Manor works to support pupils develop important personal attributes and lead a healthy lifestyle by:

- Working with a dedicated team of outside providers to deliver additional workshops on a range of topics relating to PSHE learning, such as oral hygienist workshops
- Setting up individual and class emotion barometers that are used throughout the school with explicit teaching of emotion vocabulary to promote positive mental health
- Delivering mindfulness teaching each week with guided meditation videos structured into circle time, which is additionally timetabled weekly to discuss class/individual/whole school issues
- Setting up of calming corners with coping strategies such as breathing techniques

- Planning and delivering of parental workshops to support parents/carers in supporting their children's physical and mental wellbeing at home
- Organising walk to school weeks throughout the year and a sports day
- Offering a range of sports clubs (at lunch times and after school), such as dance, netball, football and multi-skills clubs
- Implementing a scooter scheme to encourage children to keep active and boost their fitness levels.
- Offering movement breaks and other physical activities that could be incorporated into the daily routine, such as, yoga or 60 second movement challenges provided by Youth Sports Trust
- Working with the school caterers to provide healthy, freshly cooked school meals everyday
- Promoting healthy eating at school and encouraging children to bring in healthy snacks and fruit
- Providing fresh fruit daily Reception and for KS1 children and free milk for children under five
- For specific interventions to support pupil's social and emotional wellbeing, please see the school's SEN Information Report and Provision Map ([link to updated Report and Map to go here](#))

## **Relationships, Health and Sex Education (RHSE) at Preston Manor Lower School**

### **Rationale and Ethos**

This policy covers our school approach to RHSE, which was produced in consultation with staff, parents and pupils.

Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, as a priority for children's happiness. We aim to encourage students and teachers to share and respect each other's views. Teaching will ensure that lessons are sensitive to a range of views while pupils always have access to information to stay safe and healthy. The important values of relationships education are love, respect and caring for each other.

At Preston Manor, we believe that children should learn about relationships, as well as the emotional, social and physical aspects of growing up, including puberty, which is an element of the statutory Health Education and the national curriculum for science. We also recognise that learning about human sexuality in an age-appropriate way, including how a baby is conceived and born, and safeguarding, is a vital part of a child's education, ensuring they are ready for the social and emotional challenges of growing up. This is a part of non-statutory sex education.

Our aim is to support children in gaining accurate knowledge and understanding about sexuality and relationships, appropriate to their age and ability. We believe it is important to teach our children how to keep themselves safe and happy by providing them with the power of knowledge when it comes to RHSE.

### **Roles and Responsibilities**

The RHSE programme is taught by class teachers and supported by the PSHE Lead, Headteacher, Deputy Headteacher and Inclusion Lead. They are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.

To be safe and effective, RHSE must be taught by teachers who are confident and competent to teach it in line with best practice. Therefore, teaching staff will receive RHSE support or training from the PSHE Lead to deliver high quality RHSE.

### **Legislation (Statutory Regulations and Guidance)**

A revised Department for Education statutory guidance states that from September 2020, all schools are required to teach relationships and health education, which can play a part in the school's PSHE curriculum. Relationships education in primary schools should teach about positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches. The Equality Act 2010 requires schools to eliminate discrimination and to advance equality, suggesting that pupils should receive teaching on LGBT content during their school years, if they consider it age appropriate to do so. At Preston Manor Lower School, LGBT content is fully integrated into the programmes of study, as part of learning about British Values, inclusion and acceptance, rather than delivered as a standalone unit or lesson.

Sex education remains non-statutory in primary schools and so parents/carers have the right to withdraw pupils from aspects of sex education which are not part of the science curriculum (refer to parental involvement section of this policy). Puberty, reproduction and birth are statutory and are included in either Health Education or National Curriculum Science in Years 5 and 6. Conception or how a baby is conceived as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction), as well as IVF in our Year 6 RSE curriculum, *is considered* non-statutory sex education, which children can be withdrawn from.

## Curriculum Design

Statutory relationships and health education content is covered through many aspects of the 1decision primary PSHE scheme of learning. We use the Christopher Winter Project Teaching RHSE with Confidence in Primary Schools, a comprehensive scheme of work that covers all aspects of sex education for primary age children, to deliver non-statutory sex education content, which complements the learning about animals including humans, evolution and inheritance and life cycles in plants and animals in science. ***PSHE Association Training and Development Lead Jenny Barksfield says: “We awarded the Christopher Winter Project’s ‘Teaching RSE with confidence in Primary Schools’ our quality mark as it achieves exactly what it says on the tin: it provides everything a Primary practitioner would need to be confident that the RSE they’re providing is comprehensive, balanced, developmental and in line with best practice in PSHE teaching and learning. The lessons incorporate a wide variety of learning activities and a range of assessment opportunities. The teacher’s guide is thorough and supportive.”***

## An overview of the learning in each year group can be found below:

- **Reception:** Daily routines, keeping clean and families and eating healthily.
- **Year 1:** Families and people who care for me (how they give love, security and stability; importance of spending time together), personal hygiene
- **Year 2:** Caring friendships (importance of healthy friendships and characteristics of that) and learning about respectful relationships (understanding bullying, including online bullying, and stereotypes), Healthy eating (healthy diet and impact of unhealthy eating) and dental health
- **Year 3:** Respectful relationships, understanding personal space and the difference between appropriate and inappropriate touch, and Keeping Safe (medicine).
- **Year 4:** Valuing Differences in people who care for me (recognising similarities and differences between families). Online relationships (online bullying) and Keeping safe (understanding the differences between appropriate and inappropriate or unsafe contact), Keeping healthy (healthy living including diet and importance of physical fitness)
- **Year 5:** Respectful relationships (how to improve or support respectful relationships and understanding peer pressure), Tobacco, Growing Up (changes at puberty, adult human body, becoming more independent)
- **Year 6:** Relationships and Reproduction: (reproduction in the context of relationships, positive healthy relationships, decisions to make before having a baby), Drugs and alcohol.

Our RHSE programme will be taught through a range of teaching methods and interactive activities, including the use of circle time, stories, puppets, drama, mind maps and debates. At Preston Manor, we teach RHSE to all children, whatever their ability and individual needs. RHSE forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of our children including all pupils with special

educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. There will be further discussions with parents/carers of SEND pupils to access the elements of RHSE which are most appropriate to them and their learning ability. There may be some instances where we ask parents to support us with this at home. This will be on a case by case basis. Where appropriate, lessons may be delivered to all male and all female groups to support inclusion of all pupils.

Assessment of RHSE takes place formatively through discussions, observations and analysis of children's learning. Pupils also self-assess against the lesson objectives using AFL strategies such as thumbs up/down. The PHSE Lead is responsible for the termly monitoring cycle that provides an overview of the quality of teaching and learning taking place in RHSE lessons, including pupil voice monitoring. Conducting pupil voice and consulting with children also ensures that our RHSE programme matches the needs of our students, exploring their prior knowledge and addressing any misconceptions.

### **Safe and Effective Practice**

RHSE deals with potentially sensitive subjects and so it is essential to begin by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence. Before beginning RSE sessions, teachers should remind pupils of our whole-school approach of promoting kindness and respect, and establish ground rules about how children should behave towards each other in discussion. Discussions should include a variety of views to help pupils clarify their own opinions, whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form. Opportunities for pupils to discuss issues in small groups or pairs are available to help some children feel more confident.

Furthermore, we will allow children to raise anonymous questions by a class question box. Pupil's questions will be answered honestly and openly. This enables children to ask questions that concern them without having to do so in front of their peers. Teachers may choose to depersonalise pupils' questions by using distancing techniques, such as stories, role-play, scenarios of real situations but with fictional characters and storylines when answering queries. Within the curriculum, children will also be provided with information about how they can get help and support both in school and outside, as appropriate.

### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will follow the school's safeguarding procedures (refer to Child Protection and Safeguarding Policy) and consult with the designated safeguarding lead, and in his absence, their deputy.

### **Parental Involvement**

We are committed to working with parents and carers. The policy will be available to parents through our school website. We will also notify parents of when these lessons will take place and provide enough notice to allow parents to discuss lesson content with the teacher or PSHE Lead, including providing access to a workshop outlining the content of these sessions. We will communicate with parents about their right to withdraw from some aspects of Sex Education by letter. If parents/carers do choose this, the school will provide support by offering packs of materials to help them teach their child.