



BRIGSTOCK LATHAM'S
SCHOOL

PSHCE including RSE AT BRIGSTOCK SCHOOL

Forward thinking and creative, valuing faith, tradition, community and achievement.

OUR VISION:

We aim to be a nurturing, creative school at the heart of our community, where all are enabled to achieve their best. We celebrate our differences, we value each individual and we encourage kindness and respect from all. Our Christian values underpin all our learning, and the depth and breadth of our curriculum enriches our children and enables them to embrace 'Life in all its Fullness'. (John 10:10)

Intent

Personal, Social, Health and Citizen Education (PSHCE) enables our children to have the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Sequences of lessons are planned using the structure of the Islington long-term plan, which as a school we have adapted to reflect the needs of our pupils. We have created a PSHCE curriculum with appropriate subject knowledge, skills and understanding which promotes the spiritual, moral, cultural, mental and physical development of pupils. Children acquire an understanding of risks and have the opportunity to develop the knowledge and skills necessary to know how to be safe and to understand and develop healthy relationships both now and in the future.

Personal issues that arise are woven into lessons to ensure any underlying issues are understood and the children are safe, happy and free of worry so that they can enjoy their school day and focus their mind on learning.

A biennial careers event for Upper KS2 brings schools and businesses together to provide pupils with an understanding of the opportunities available to them in the future.

We provide our children with opportunities to learn about rights and responsibilities and understand what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Cultural capital gives our children the vital background knowledge required to be informed and thoughtful members of our community helping them to understand and navigate in a rapidly changing world.

PSHCE lessons enable learners to explore, develop and express their own values and opinions, as well as engaging with and understanding British values. This allows for opportunities of critical thinking, questioning, communication and co-operation. This is an important step towards making informed choices about how they engage with global issues and in-turn become successful global citizens.

PSHCE allows pupils to develop the skills needed to express how they are feeling and to communicate their needs to others. It helps them to understand how they are developing personally and socially. This impacts on both academic and non-academic outcomes for all pupils, including the vulnerable and disadvantaged children.

PSHCE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

The impact of our PSHCE is measured through our monitoring cycle. This includes looking at and sharing the work completed in lessons, learning walks and pupils voice. Once reviewed, achievements are shared with the staff and areas for development across the school are discussed, actioned and re-monitored.

Statutory requirements

The Department for Education has introduced compulsory Relationships and Sex Education (RSE) and Health Education from September 2020. Through PSHCE, we support all young people to be happy, healthy and safe; being equipped for adult life and to make a positive contribution to society. We believe that, to be effective, RSE should be taught within a broader PSHCE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHCE and RSE at Brigstock Latham's Primary:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and, or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Implementation through Teaching and Learning

We seek to provide a safe, secure learning environment for PSHCE 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. At the beginning of each year, every class sets ground rules that children must follow during PSHCE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

We promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. PSHCE will be provided through discreet curriculum time, assemblies, class discussions, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

Early Years

PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Key Stage One and Two

Within Key Stage One and Two PSHCE lessons follow the scheme of work that is in place. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHCE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHCE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. The PSHCE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Inclusion, including meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHCE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others.

Definition of RSE

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHCE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

Aims of the RSE

At Brigstock Latham's School we believe that Relationships and Sex Education involves learning about growing up, changes, reproduction and the physical aspects of personal relationships. It encourages self-awareness, self-esteem and a sense of moral responsibility. The development of social and communication skills is essential to allow children to make informed decisions about health and well being, self-esteem and making and maintaining positive personal relationships. All pupils will revisit topics so they build upon their existing knowledge and skills throughout the school.

We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils taking into account other faiths, abilities and backgrounds. RSE will support the importance of strong and stable relationships, including marriage, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances. Teachers will be sensitive to these issues and to different types of families, promoting inclusion. Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued.

The RSE curriculum

The objectives for RSE should match the age and maturity of the pupils involved.

For EYFS, our learning outcomes include children being:-

- *able to talk about how they and others show feelings
- *able to talk about their own and others behaviour and its consequences
- *able to work as part of a group or class, and understand and follow the rules
- *able to adjust their behaviour to different situations
- *able to play co-operatively, taking turns with others
- *able to take account of one another's ideas about how to organise their activity
- *able to show sensitivity to others' needs and feelings
- *able to form positive relationships with adults and other children

For KS1 and KS2, our learning outcomes include: -

Attitudes and Values

- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to develop an understanding and valuing of diversity
- to promote a positive attitude to healthy lifestyle and keeping safe
- to developing an understanding of the value of family life and an appreciation of the many different types of family.

Personal and Social Skills

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to develop an understanding of difference and an absence of prejudice.

Knowledge and Understanding

- to recognise and name the main external parts of the body including agreed names for sexual parts
- to know the basic rules for keeping themselves safe and healthy
- to know about human life processes such as conception, birth and puberty
- to develop an understanding of the physical and emotional aspects of puberty
- to learn that safe routines can stop the spread of viruses such as HIV
- to know who can provide help and support.

Informing parents and carers and the right to withdraw

We ensure a partnership between home and school in RSE teaching by:

- informing parents of all topics to be taught in all curriculum areas in a termly welcome letter
- letting Year 5 and Year 6 parents know when the RSE unit will begin so that discussion about the different topics in RSE can be continued at home.
- making this policy and the resources we use available to all parents if they wish to see them
- welcoming any comments from parents on our policy

There is no right to withdraw from Relationships Education. The content of these subjects – such as family, friendship, safety – are important for all children to be taught. Parents have the right to withdraw their children from primary school classes which address sex education; however, they are unable to remove their child from the statutory science elements of the National Curriculum which include:

EYFS:

- knowing other children don't always enjoy the same things, and are sensitive to this
- knowing about similarities and differences between themselves and others
- knowing about similarities and differences among families, communities and traditions
- knowing about similarities and differences in relation to living things
- making observations of plants and animals
- explaining why some things occur, and talk about changes
- talking about how to keep healthy and safe
- managing their own basic hygiene and personal needs successfully, including dressing and going to the toilet

Key Stage 1:

- learning that animals, including humans, reproduce
- main external parts of the bodies of humans
- similarities between themselves and others and the need to treat others with sensitivity
- importance of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2:

- reproduction
- about the main stages of the human life cycle
- life process of reproduction
- changes experienced in puberty

If a parent wishes to withdraw their child from aspects of RSE they should meet with the class teacher and head teacher to discuss their concerns. If, following this discussion, they still wish to withdraw their child; they should inform the head teacher of their decision in writing. However, we encourage all parents to include their children in all aspects of the RSE teaching and learning.

Curriculum Delivery

RSE is usually taught by the child's class teacher, this should ensure a feeling of trust when tackling sensitive issues. Most of RSE is delivered in mixed gender groups. However sometimes, they are given opportunities to discuss what has been covered in single gender groups where they might feel more comfortable asking questions/ clarifying their understanding.

We welcome the support of visitors offering specialist support and links with the community. The school nurse and other health professionals may be involved at different stages of the programme.

Visitor sessions always complement the existing RSE provision and never replace or substitute teacher-led curriculum provision. The lessons are prepared with the visiting speaker and the class teacher will remain with the class at all times.

Clear expectations are set with the class and the class are reminded of these expectations before each lesson. These are generated through class discussions and will include:

- no personal or private questions or information
- respect for each other's point of view
- listening to each other
- supporting each other
- let each other talk without being interrupted
- if a child doesn't want to say something, they don't have to

Children should also be reminded about when and where it is appropriate to continue to discuss the topics covered – i.e. not to continue discussion in the playground or with younger children.

Answering children's questions

In all areas of the curriculum we encourage children to actively advance their understanding by means of asking questions. It must be recognised that questions about sex do provide a challenge for teachers since special sensitivities are involved. Questions raised in a lesson do not have to be answered immediately and can be addressed later on. We believe that individual teachers should use their discretion and skill in these situations and refer to the head teacher if they are concerned. Children can be referred to their parents if the teacher feels they would be in a more appropriate position to answer the question.

In Year 5 and Year 6 one of the teaching methods used will be the provision of a question box for children's anonymous questions, the answers to which may form part of the following teaching session. For questions which are not answered it will be suggested that children ask their parents or carers. The use of the question box means that children will be able to ask questions which they may not have felt confident to ask in a whole class setting, whilst giving the teacher time to assess the suitability of the question and prepare the answer.

Safeguarding Procedures

Staff are aware of the procedures if a pupil discloses information where it is felt that this is a child protection issue and that the child's welfare is at risk or they are in danger. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for reporting and recording disclosures.

Monitoring and evaluation of the RSE curriculum

The review and monitoring of this policy will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

Role of Governors

The governors have been consulted on this policy and have ratified it.

Policy Review

This policy will be reviewed every 2 years. The teaching of RSE will be evaluated after each RSE unit has been taught and any relevant changes made, these will then be implemented the next time the RSE unit is taught.

This policy was adopted in July 2020 and taken to Governors.

This policy will be reviewed in 2022 unless government legislation requires an earlier update.

Signed: *L.Manssen and S.Ettridge*. (Headteachers)

Signed: *N.Hunt* (Chair of Governors)