

**St Kenelm's  
C of E Primary School**



**PSHE Policy  
(Including RSE)**

**March 2021**

**Nurturing each and all. Guiding, Trusting, Inspiring and Celebrating.**

## Our Vision, Values and Ethos

### Our Vision

# Nurturing each and all. Guiding, Trusting, Inspiring and Celebrating.

(The Parable of the Lost Sheep, Matthew 18. 10-14)

*Our vision is to celebrate and support all individuals on their life journey within a Christian ethos. We aim to provide a nurturing environment inspiring all to achieve their full potential and flourish through personal discovery within a caring, trusting community.*

### Our Values

*Respect, Honesty, Friendship, Compassion, Thankfulness & Wisdom.*

Values are fundamental expressions of what we think and believe. As a school, we encourage children to think about personal and social values and to develop their capacity to be active and effective citizens.

### Our Ethos

St Kenelm's School demonstrates the major Christian values in the ways children are cared for and in the care and respect the children are expected to show towards all other people, the world beyond the school and their immediate surroundings. As a school, we celebrate the diversity of the wider community and are committed to the principles of inclusion and equal opportunity.

Being kind, helpful and tolerant to each other in line with New Testament teaching underpins the school's ethos.

Following Jesus, our Good Shepherd, our hope is that children will grow into good shepherds themselves; treating each other with love, kindness, care and respect, as they would want to be treated themselves.

## **1. How this Policy was developed**

This policy was written and developed in consultation with parents, teachers and other school staff, governors and the pupils at St Kenelm's. 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 statutory in all schools.

We, at St Kenelm's School, acknowledge that, under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum and 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, 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 well-being, resilience and achievement, helping children to stay safe online. Children will develop healthy and safe relationships, make sense of media messages, challenge extreme views and have the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. Our PSHE program is 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 well-being, 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.

#### **4. How PSHE education, including Relationships Education, is provided and who is responsible for this**

At St Kenelm's School, we use SCARF, a comprehensive scheme of work for PSHE and Well-Being education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Mrs Mary Tudge, works in conjunction with teaching staff in each class 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.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross-curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

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. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

#### **5. What is being taught**

##### **The Early Years Foundation Stage**

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, 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**

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living in the wider world and the environment;

5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

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.

## 6. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will 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 safeguarding procedures.

Support is provided to children experiencing difficulties on a one-to-one basis. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice.

## 7. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE at St Kenelm's School:

### **SCARF Progress**

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development.

### **SCARF Success**

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

### **Wearing my SCARF**

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

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.

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.

### **8. How the delivery of the content will be made accessible to all pupils**

We teach personal development and RSE to all children. RSE forms part of our school curriculum; providing a broad and balanced education for all children. We strive to meet the needs of all pupils. We recognise the fact that we have children of differing prior attainment in all our classes, and we provide suitable learning opportunities for all children through careful lesson design.

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.

Please refer to our Equality Policy.

### **9. Parental concerns and withdrawal of students**

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of PSHE, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If the parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

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 topic webs. 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 with regard to relationships and sex alongside the information they receive at school.

## 10. Dissemination of the Policy

This policy has been made accessible to parents, teachers, school staff and governors through the school website. Anyone wanting a printed copy of the policy should make a request to the school office.

Should further information about PSHE education be required, please contact the PSHE education lead, Mrs Mary Tudge.

## 11. 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.

## 12. 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 21<sup>st</sup> 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:**

- Safeguarding/Child Protection policy
- Anti-bullying policy
- Equality policy
- DfE 'Keeping children safe in education' (2019)



Signed on behalf of the school:

Signed on behalf of the governors: 

**Date:** March 2021

**Date to review:** March 2024