

Great Dalby PSHE Policy including RSE

Introduction

This policy covers Great Dalby Primary School's approach to Personal, Social, Health and Emotional Education (PSHE) encompassing Relationship and Sex Education (RSE), drug education and matters concerning money. This has been produced by the PSHE Coordinator and the Head teacher, in consultation with staff, pupils and parents, within the 2018/19 academic year.

In line with the Equalities Act 2010, the school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

The policy has been sent to parents and carers via ParentMail and is available both on our school website and in the office. It is designed to sit alongside other school policies including our Child Protection and Safeguarding Policy, Health and Safety Policy, Healthy Eating Policy, Behaviour Policy and Anti Bullying Policy. During the consultation process the school held an RSE information evening to give parents the opportunity to ask questions and shape the content of the RSE aspect of the policy. Once agreed, the policy was ratified by the Governors and implemented in the academic year 2018/2019.

Aims and Objectives

Our school's overarching aims and objectives for our pupils are:

*To give opportunities for the children to explore their **attitudes, values and beliefs** in order to keep themselves happy, healthy, safe, and prepared for life and work in modern Britain by delivering a broad and balanced, holistic curriculum. We aim to develop the skills, language and strategies to manage these issues should children encounter them.*

We will encourage children to be INSPIRED:

- I Intrigued
- N Nurtured
- S Successful
- P Proud
- I Independent
- R Ready
- E Excited
- D Determined

Learning Environments

Safe and supportive learning environments are created with children's input:

- A **working agreement** for participation (ideas may include respecting one another, actively listening, take turns, it's ok to pass, use the ask-it basket for any questions and offering thoughts and scenarios without 'naming and shaming').
- A **question-box** (or 'ask-it-basket') for those children who feel they do not wish to share their query in front of peers.
- **Question slips** which will have a tick-choice of how each child wishes their question to be answered, e.g. privately or as part of a whole-class discussion. These questions will then be addressed as soon as possible after the lesson has taken place and maybe even in the next lesson (Appendix A).

To comply with Safeguarding regulations, children are made aware that anything they share which is deemed to be a safeguarding concern cannot be kept confidential and will be shared with a DSL.

At Great Dalby School we have access to a school nurse. She is available for children and families for any matters arising including concerns surrounding wellbeing, puberty, care and mental health issues. Access to the school nurse can be made via class teachers and the Head Teacher. With parental consent, the Head teacher can also contact the Care Navigation Team.

Teaching Methodology

The PSHE curriculum is taught using a range of resources including web based activities, textbooks and RSE Solutions scheme of work; through direct teaching and in practical activities. Through class discussions and debate, games, personal research and roleplay (including *Assessment for Learning*) learning starts from where each individual pupils is. Sessions, including those on risky behaviours, remain positive and in-line with our school values and mission statement as well as our character-based Golden Standards.

Some areas of PSHE are covered in other subjects, e.g. Science, R.E., and cross-curricular learning is monitored through regular planning reviews across year groups, Key Stages and the whole school, by the Head teacher and PSHE coordinator. Discreet PSHE lessons are taught by class Teachers and HLTAs in individual year groups. External agencies, like the NSPCC, also contribute throughout the year to support the school's PSHE learning programme. Ongoing support and INSET training is available to staff so that good practice and regular updates can be shared.

Equality and Diversity

In line with our Equality Objectives, teaching will take into account the ability, age, readiness, and cultural backgrounds of our pupils and those with English as a second language to ensure that all can fully access PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by being tolerant and respectful to all. We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by making sure the curriculum is accessible to every pupil.

Values

Our curriculum promotes the values of caring, consideration and tolerance including knowing about **British Values**. We believe in children's **Wellbeing**, the '**Power of Yet**', encouraging **Gratitude**, being **Bucket Fillers** (*personal and social emotional intelligence*), having a **Growth Mindset** and becoming more aware of their own character by underpinning all we do at Great Dalby with a **Character and Resilience-based curriculum** (See Appendix B)

The overriding objective being that children become more personally, interpersonally and socially confident and more able to manage their own decision-making now and in the future.

Curriculum Coverage

At Great Dalby Primary School, PSHE learning will often take place in weekly whole-school assemblies, delivered by teachers, senior management or external agencies; we value the importance of collective learning as an effective way to launch whole-school expectations and initiatives. Discreet PSHE lessons often continue the theme introduced in the whole-school assembly. These themes are shared at the beginning of each term and the PSHE coordinator offers weekly resources/suggestions to support teaching and learning.

We are proud to cover a wide-range of areas in our PSHE teaching including: **Wellbeing; Mindfulness; Routes to Resilience** (*character education*); **Growth Mindset; Bucket Filling** (*positive social behaviours*); being aware of, and accepting **changes**; being **healthy** – both physically and mentally; showing **Gratitude; independence**; setting out expected behaviours including sharing our **Golden Standards**; learning about **fairness** and **diversity**; the value of **money** and where it comes from; learning about **classroom rules** and **staying safe at school; on-line safety**; respecting others' **similarities/differences** and understanding the value of **community**.

We hold termly theme weeks in school *to further inspire our pupils and incorporate PSHE themes throughout*. Areas covered include; *respect, the rule of law, individual liberty, tolerance, democracy, mindfulness, yoga, healthy eating, team building, exercise, strengthening character and the seasonality of food and growing fruit and vegetables* in our new, class vegetable plots.

In addition to this, we have other holistic opportunities in place:

Happy Lunchtimes (Well-being Education)

- Pupils are provided with a wide range of activities at lunchtime, with something for every different 'play-type.'

The Daily Mile

- Every pupil in school has a timetabled 15 minutes of movement, be it running, walking, skipping, Tuesday- Friday, with the aim of improving physical and mental health for all children and staff.

Mindfulness – Year 4, 5 and 6

Mrs Anderson is trained to teach **Paws B**, a mindfulness curriculum, to the children.

This curriculum:

- Promotes well-being
- Offers knowledge and skills applicable to the child's life
- Can be individually tailored to suit each child
- Extends the thinking skills learning which is promoted in the national curriculum such as neuroscience and metacognition
- Helps children understand themselves better
- Helps them to be resilient and resourceful when life is challenging
- Provides children with skills and understanding that can be available throughout their school life and beyond

The children will learn:

- About parts of the brain known through neuroscience evidence to be impacted by mindfulness practice
- Ways to steady themselves when their mind/body is busy or out of balance
- Ways to respond rather than react – and therefore take best care of themselves
- Ways to relate to their thinking processes and how these impact their emotions and body state
- Ways that mindfulness can support them in all the activities and relationships of their lives

Staff well-being is as important as child well-being at Great Dalby School. INSET sessions are dedicated to staff wellbeing and staff are encouraged to take part in a circuits session after school each week.

Bikeability - Year 5

Bikeability gives practical skills and understanding of how to cycle on today's roads. Bikeability gives the year 5 children the skills and confidence for all kinds of cycling. At Level 1, new riders learn to control and master their bikes in a space away from traffic such as a playground or closed car park. The children will usually be trained in a group of 3-12. At Level 2 training takes place on local streets, giving the children a real cycling experience. They learn how to deal with traffic on short journeys such as cycling to school or the local shops.

The Warning Zone – Year 6

The children get vital messages on personal safety and online safety in a single stimulating and memorable experience which helps to prepare our youngsters for increased independence and their transition into early adolescence. The core programme aims to foster an understanding of risk, consequence of actions, peer pressure and personal responsibility. It provides children with life-skills and decision-making skills to support with their transition from primary to secondary school.

Internet Safety Productions - Years 3&4

Children in Years 3 and 4 attend this production, 'In The Net', as part of their E-Safety teaching. It introduces age-appropriate concepts such as safe internet use; keeping personal information safe; the effects of cyber bullying; what to do when something doesn't feel right and what to do if you have questions and concerns.

Extra-curricular Activities

Sports Clubs

- We offer KS1/2 football, KS2 Netball, KS2 Tennis, KS1/2 Cheerleading, KS2 Dodgeball, KS2 Cross Country Club and KS1/2 Gymnastics.

Recorders

- Two members of staff run a weekly recorder club. Music offers the opportunity to take a break from the day; it is a social time with like-minded friends

Choir

- The school choir meet once a week and perform at various events throughout the year, increasing children's confidence and giving them the opportunity to express themselves through song.

Gardening Club

- Alongside the local Master Gardeners, a weekly gardening club takes place in school which allows children to have a peaceful and productive, alternative lunchtime provision if they wish.

Bereavement

In school, we have a number of staff trained in dealing with issues surrounding bereavement; support is offered to children and families in this situation. See the Bereavement Policy for more information.

Young Carers

It is recognised that some children in school are 'Young Carers'. The trained Young Carers Champion in school offers support to these children and their families. See the Young Carers Policy for more information.

RSE

In **addition** to all of the above, Great Dalby will follow the RSE Solutions Framework which is a resource for teaching Relationship and Sex Education for years R-6. All staff were trained by the author (June 2018) and the Head teacher and PSHE Coordinator have accessed additional training around consultation and policy.

The curriculum covers six core themes:

- 1) **My feelings**
- 2) **My Body**
- 3) **My Relationships**
- 4) **My Beliefs**
- 5) **My Rights and Responsibilities**
- 6) **Asking for Help**

In **Year R** the children will learn about:

My Feelings	Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.
My Body	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.
My Relationships	Pupils understand that there are similarities and differences between everyone and can celebrate this.

My Beliefs	Pupils can recognize what they like, dislike and feel empowered to make real, informed choices.
My Rights and Responsibilities	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.
Asking for Help	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

In **Year 1** the children will learn about:

My Feelings	Pupils are able to communicate about feelings, to recognize how others show feelings and know how to respond.
My Body	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.
My Relationships	Pupils understand the importance of listening to other people and playing and working cooperatively, including strategies to resolve simple disagreements through negotiation.
My Beliefs	Pupils can identify and respect differences and similarities between people, and can celebrate this.
My Rights and Responsibilities	Pupils understand that some diseases are spread, the right to be protected from diseases and the responsibility to protect others.
Asking for Help	Pupils can identify the people who look after them and how to attract their attention

In **Year 2** the children will learn about:

My Feelings	Pupils can recognize and celebrate their strengths and achievements and set simple challenging goals.
My Body	Pupils can recognise how they grow and will change as they become older.
My Relationships	Pupils can recognize different types of teasing and bullying, and understand that these are wrong and unacceptable.
My Beliefs	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.
My Rights and Responsibilities	Pupils can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.
Asking for Help	Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried and afraid.

In **Year 3** the children will learn about:

My Feelings	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.
My Body	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.
My Relationships	Pupils can recognize a wide range of relationships, including the attributes of positive, healthy relationships.
My Beliefs	Pupils can challenge gender stereotypes, including understanding that there is not one way to be a boy or one way to be a girl.
My Rights and Responsibilities	Pupils understand the right to protect their body from unwanted touch.
Asking for Help	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.

In **Year 4** the children will learn about:

My Feelings	Pupils can recognize and respond to a wide range of emotions in themselves and others, and ways to respond.
My Body	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.
My Relationships	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.
My Beliefs	Pupils can recognise differences and similarities between people arise from a number of factors including family and personal identity.
My Rights and Responsibilities	Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.
Asking for Help	Pupils can recognize when they may need help to manage a situation and have developed the skills to ask for help.

In **Year 5** the children will learn about:

My Feelings	Pupils can anticipate how their emotions may change as they approach and move through puberty.
My Body	Pupils can anticipate how their body may change as they approach and move through puberty.
My Relationships	Pupils can identify healthy relationships and recognize the skills to manage and maintain healthy relationships.
My Beliefs	Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.
My Rights and Responsibilities	Pupils have strategies for keeping safe online; knowing personal information including images of themselves, and others can be shared without their permission.
Asking for Help	Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.

In **Year 6** the children will learn about:

My Feelings	Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.
My Body	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.
My Relationships	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.
My Beliefs	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).
My Rights and Responsibilities	Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help prevent this.
Asking for Help	Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.

PSHE Learning Outcomes:

- The children will understand the role that positive wellbeing has on themselves and the impact they can have on others' wellbeing.
- To raise self-esteem and confidence in all situations, especially in their relationships with others.
- To help children make the most of their abilities and develop language, decision making and assertiveness.
- To provide children with the confidence to be participating members of society and to value themselves and others.
- To know where to go for information and support for a range of issues.
- To gain skills for a healthy, safe lifestyle.
- To respect and care for their body.
- To understand they have the right to feel safe and secure and what to do if they don't.
- To be prepared for puberty and adulthood.
- To help children understand their feelings and behaviours (including sexual) so they can lead fulfilling and enjoyable lives.
- To help children will become more financially capable: learning about matters concerning money including; how money makes us feel, where it comes from, how it can help other people, what we can use our money for and how we can look after our money.

Assessment

Due to the personal nature of PSHE education it means it cannot be assessed in the same way as other subjects, there is no 'passing' or 'failing'. However, it is possible to recognise and evidence the progress and attainment in the knowledge, understanding skills and attributes PSHE strives to develop. Teachers may gauge children's knowledge, skills, attitudes and beliefs through start and end-of-topic reviews, self-assessment and activities (mind mapping, quizzes, washing lines, discussions, role play, working walls, points on a scale).

Monitoring and Evaluation

PSHE, including RSE, is monitored as part of the school's monitoring and evaluation schedule. As a result of this, changes may be made to this policy as and when required; it will be reviewed annually. Monitoring can take the form of lesson observations, learning walks, pupil interviews and staff and parental feedback. The actions to meet these targets are in the School Development Plan and Trust KPIs.

Parents and Carers

We are committed to working with parents and carers and will support families by offering information and workshops throughout the year. We communicate with parents about their right to withdraw their children from any Sex Education in advance of any upcoming sessions that aren't taught as part of the statutory curriculum. See Appendix C

Adopted on 25/03/19 by _____ Chair of Governors

Lauren Harkness