



Grasmere Academy

Learn • Flourish • Achieve

PSHE and RSE Policy (Personal, Social, Health and Economic Education. Relationships and Sex Education)

Date adopted by governors: December 2021

Committee: Health, Safety and Safeguarding

Review date: December 2022

1. Introduction

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Grasmere Academy, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study developed from the PSHE Association's Primary Scheme of Work Planning Toolkit, which is recommended by the Department for Education. Our programme of Study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

As an Academy, from 2020, we must provide relationship and health education to all pupils as per section 34 of the Children and Social work act 2017. As we already deliver a comprehensive PSHE program; we have reviewed and adjusted it to meet the Department of Education (DfE) expectations (see Appendix 2-4) and are due to deliver it from September 2019.

Relationship and health education will be taught as part of our PSHE curriculum. As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons, delivered by Mrs Curry.

2. Right to withdraw

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSHE.

3. Intent

Our school's overarching intent for our pupils is to provide a Personal, Social, Health and Economic (PSHE) education programme of study which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.

- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

4. Implementation

The scheme of work has three core themes, the same for each key stage. Each core theme is divided up into three topic areas:

Core Theme 1: Health and Wellbeing

Topic areas:

- Healthy lifestyles
- Keeping safe
- Growing and changing

Core Theme 2: Relationships

Topic areas:

- Healthy Relationships
- Feelings and emotions
- Valuing difference

Core Theme 3: Living in the Wider World

Topic areas:

- Rights and responsibilities
- Taking care of the environment
- Money matters

Whilst PSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral

programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school. During any PSHE lesson if a child asks a sensitive question it will be answered in a respectful and honest manner, if a question can't be answered at that time the teacher or HLTA will seek guidance from the Senior Leadership Team.

5. Organisation/provision

We teach PSHE & RSE in a variety of ways. We have dedicated curriculum time/lessons, where the lessons are delivered by either a Teacher or an HLTA, using the scheme of work developed from the PSHE Association's Primary Toolkit. PSHE is also covered through other areas of the school's curriculum; e.g. Religious Education.

In addition, PSHE is developed through whole-school activities and events:

- Our school council; the representatives from each class meet regularly to discuss school matters.
- We offer a residential visit every two years for KS2: This will be to an outdoor training centre, where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed weeks; our children take part in themed weeks and whole school events.
- Visiting speakers.
- A variety of clubs.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

6. Foundation Stage

The new EYFS curriculum will start in September 2021 and focuses on self-regulation, managing self and building relationships. Throughout the day there will be opportunities to work through the following:

- The Characteristics of Effective learning.
- Meaningful opportunities for challenge and failure.
- Effective structures, organisation and practices.
- Practice and provision which supports children to be independent and autonomous.
- A balanced view of what it means to 'eat healthily'.
- Opportunities to recognise, talk about and adapt behaviour.
- Naming, describing, verbalising and modelling of behaviours, feeling and learning strategies.
- Developing positive relationships.

Children in the Foundation Stage will be attached to a key adult, daily group activities (for example circle time) always have many PSHE elements incorporated into them.

For further information please refer to Grasmere Academy's EYFS Curriculum Overview, which is on the school's website.

7. Teaching PSHE to children with special needs

All pupils, regardless of their needs must be part of PSHE & RSE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets. For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

8. Equality and Diversity

At Grasmere Academy, PSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision. Children will also learn about all types of families, including same sex families in accordance with the Equality Act 2010.

9. PSHE and ICT

Learning in PSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

10. Assessment and recording

We will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Pupils have a specific PSHE book, where they record their work throughout the year.

11. Resources

Resources for PSHE are kept in the resource room. The school is a member of the PSHE Association, an excellent website which is endorsed by the DfE and includes curriculum guidance, lesson plans, resources, and CPD training.

12. Monitoring and review

The SLT are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject.

The policy was written in the 2020/2021 academic year by the PSHE co-ordinator, after consultation with parents and staff and has been approved by the governors. It is up to date with current guidance from the Government and DfE. It will be reviewed in the 2021/2022 academic year.

For government expectations see Appendices.

Updated September 2020

Appendix 1 – Physical Health and Mental Wellbeing

By the end of primary school:

| | |
|----------------------------------|--|
| Mental Wellbeing | <p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms | <p>Pupils should know</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. |

| | |
|------------------------------------|---|
| | <ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online |
| Physical health and fitness | <p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). •how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. |

| | |
|---------------------------------|---|
| | <ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations. |
| Basic first aid | <p>Pupils should know:</p> <ul style="list-style-type: none"> • know how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. |

Appendix 2 – Relationship Education

By the end of primary:

| | |
|--|---|
| Families and people who care for me | <p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| Caring friendships | <p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |

| | |
|--------------------------------------|---|
| <p>Respectful friendships</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| <p>Online relationships</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. |
| <p>Being safe</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). |

- | | |
|--|--|
| | <ul style="list-style-type: none">• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources. |
|--|--|