



## **St Gregory's PSHE / RSE Policy 2021**



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School Values: The school values focus on the acquisition of key qualities that ensure pupils are able to meet St Gregory's Primary's PSHE Intent Statement. The level and depth of pupils' understanding of individual values progresses and deepens as they themselves mature during their journey through school. Positive Relationships are central to St Gregory's Primary School's values which are:

**RESPECT, FRIENDSHIP, FORGIVENESS, THANKFULNESS, COURAGE, HONESTY**

A value is introduced and focussed upon for a half term during whole school weekly worship, class worship and Praise assembly. Pupils are rewarded throughout the half term with House Points when they display school values – the emphasis and importance of our school values is evident throughout the school day at St Gregory's Primary School.

### **PSHE & RSE Framework:**

We follow the PSHE Association Thematic scheme of work. The programmes of study sets out learning opportunities for each key stage, in three core themes:

#### **Health & Wellbeing**

#### **Relationships**

#### **Living in the Wider World**

The thematic approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering the flexibility in terms of planning.

The approach covers all the statutory requirements

### **Rationale:**

The DfE states that 'all young people are taught to stay safe and are prepared for life in modern Britain.

This curriculum will effectively address issues such as internet safety and unhealthy relationships and ensures that pupils are taught in an age appropriate way about respectful and healthy relationships, including friendships and family.

As a result, we expect our pupils to begin to have the necessary knowledge to help build healthy relationships, stay safe and become successful adults.'

We welcome this curriculum because "in Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships... it is also about the spiritual and moral aspects of relationships within the context of a Christian vision for the purpose of life." (Church of England Education Office Response to a Call for Evidence on RSE curriculum)

PSHE including RSE is a safeguarding curriculum that provides children with the knowledge and skills they need to safeguard themselves and others from potential harm.

### **Roles and Responsibilities:**

From September 2020, PSHE, including RSE, has been a compulsory subject with equal weighting to other core subjects. Therefore, all primary schools are required to deliver Physical, Social, Health and Economic Education as well as Relationships Education. Schools should have the same high expectations of the quality of pupils' work as for other curriculum areas.

PSHE/ RSE are timetabled across all key stages and a planned programme of lessons will be delivered in a carefully sequenced way. It is each teacher's responsibility to plan and deliver a strong curriculum that builds on the knowledge that pupils have previously acquired.

It is important that the current laws are embedded within the pedagogy to ensure that pupils are aware of their rights and responsibilities. Any visiting teachers or outside speakers are required to comply with the school's policy. The current designated subject leads will ensure that lessons are properly resourced, staffed and timetabled.

### **Curriculum Design**

PSHE/ RSE is taught through the PSHE Association scheme of work that follows the same topics from Foundation to Key Stage 2 with age related progression. This curriculum has flexibility and can be carefully adapted to respond to local public health and community issues if they arise.

PSHE/ RSE complements several existing national curriculum subjects and provides opportunities to draw links between these subjects and integrate teaching where appropriate such as PE/Sports, Science and Computing as well as many other areas. As a result, all pupils should have opportunities to engage in active and applied learning experiences that clearly distinguish between fact and opinion. This should allow pupils to develop skills to critically evaluate the world around them (e.g. relationships, range of sources, fake news, how social media sites filter and tailor information to match individuals pre-existing beliefs and attitudes).

PSHE/RSE is taught weekly and includes circle time, reflection time and group work. The activities are of a creative and collaborative nature. Each class has their own floor book – where work will be displayed / comments written / photographs shown – this will be a record of their thoughts, feelings, ideas and evidence of learning.

'RSE will include teaching about;

- ... Types of relationships, including friendships, family relationships and dealing with strangers
- ... How to recognise, understand and build healthy relationships, including self-respect, and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict, and how to recognise unhealthy relationships
- ... How relationships may affect health and wellbeing, including mental health
- ... Healthy relationships and safety online' (DfE, March 2017)

**Inclusivity** is at the heart of our PSHE/RSE curriculum. Every individual has the right to equal opportunities regardless of their gender, ethnicity or physical/mental ability. Therefore, teachers will always tailor each unit to meet the needs of the children in their classes. To support this, the PSHE association suggests creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

### **The Right to Withdraw**

Following the Government's guidelines Parents **will not be able** to withdraw their children from any aspect of **Relationships Education or Health Education** (which includes learning about the changing adolescent body and puberty).

Parents **will be able** to withdraw their children from any aspects of **Sex Education** other than those which are part of the science curriculum. (Note: sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools *should* still provide a programme of age appropriate sex education)

At St Gregory's we have a programme of sex education, which is delivered to our Year 6 children. Parental permission forms are sent out for this. Parents are also given the opportunity to view the materials being delivered.

### **Assessment**

PSHE/ RSE is assessed and monitored like the other core subjects. This involves a baseline assessment at the beginning of each unit to gauge prior knowledge. The same activity is repeated at the end of the unit as an assessment guide. These baseline activities should be creative whilst establishing pupils' starting points. They may include: mind-mapping, graffiti walls, body outlines, sorting activities quizzes and draw and writes.

At St Gregory's in our PSHE / RSE lessons we ensure **Safe and Effective Practice**.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, 'ground rules' are agreed in every class at the start of the year and a 'Learning Charter' is created, exploring the class's rights and responsibilities. The charters include aspects such as:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### **Safeguarding:**

Teachers will be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately (see Safeguarding and Child Protection Policy). Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen.

Documents that inform the school's PSHE/RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children safe in Education- Statutory safeguarding guidance
- Children and Social Work Act (2017)
- Changes to PSHE and RSE September 2020: <https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>

This policy also needs to be in line with other school policies and should be read in conjunction with the following school policies:

- Special Educational Needs Policy
- Equal Opportunities Policy
- Inclusion Policy
- Health and Safety Policy
- RE Policy
- Safeguarding Policy

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