



# **BUGLAWTON PRIMARY SCHOOL**

***Be the Best We Can***

## **PSHE & RS&HE Policy**

**Members of staff responsible:**

**Miss R McAvoy**

Date approved by the full Governing body: Autumn 2023

Date to be reviewed:

Autumn 2024

## **1. Introduction**

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Buglawton Primary School, 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.

The policy highlights Buglawton Primary School's preparation of its pupils to understand the Equality Act 2010 and the protected characteristics.

As a maintained primary school, from 2020, we must provide relationship and health education (RS&HE) to all pupils as per section 34 of the Children and Social work act 2017.

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, when possible, stand-alone sex education lessons covering 'puberty and growing up', delivered by a trained health professional.

## **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 alongside Relationships Education (RSE) which ensures that all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- The ability to recognise and assess potential risks.
- Communication, including how to manage changing relationships and emotions.
- 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 for others.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.
- Opportunities for discussion and group work.

These skills are taught within the context of family life.

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 & RS&HE is split into three separate core themes, in reality there will always be extensive overlap. PSHE & RS&HE 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 & RS&HE should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

#### **4. Organisation/provision**

We teach PSHE & RS&HE in a variety of ways 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:

- Whole school assemblies/worship led by SLT to introduce a theme or question for the week.
- Our school council; the representatives from each class meet regularly to discuss school matters.
- We offer two residential visits in Key Stage 2 with at least one being focused on outdoor activities 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 days- our children take part in themed days and whole school events.
- Visiting speakers.
- A variety of clubs.
- Debt Aware is a 6 module programme which is introduced at the start of year 5 and finishes at the end of year 6, teaching children about the ability to manage money.

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.

In addition, our school uses 'No Outsiders; Everybody welcome' as a text-inspired resource to discuss relationships and discrimination.

## **5. Foundation Stage**

In the Foundation Stage, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy.

## **6. Teaching PSHE to children with additional needs**

All pupils, regardless of their needs must be part of PSHE & RS&HE 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. 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.

## **7. Equality and Diversity**

At Buglawton Primary School, PSHE & RS&HE is accessible to every pupil. Teaching will consider 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 & RS&HE provision, in accordance with the Equality Act 2010.

## **8. Healthy Schools Award**

Buglawton Primary School has achieved the Healthy Schools Award; this supports and complements our PSHE & RS&HE Curriculum well. The areas included are; Sex Education, Drugs Education, Physical Activity and Emotional Health and Welfare.

## **9. PSHE & RS&HE 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. Expectations The Headteacher/Deputy Headteacher**

The Headteacher/Deputy Headteacher is responsible for ensuring that PSHE & RS&HE is taught consistently across the school following the statutory guidance, and for managing requests to withdraw pupils from non-science components of RSE.

### **Staff**

Staff are responsible for:

- Delivering PSHE & RS&HE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

Staff do not have the right to opt out of teaching PSHE & RS&HE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher/Deputy Headteacher.

### **Pupils**

Pupils are expected to engage fully in PSHE & RS&HE and, when discussing issues related to RSE, treat others with respect and sensitivity – these are established as ‘Ground Rules’ at the start of topics and lessons.

## **11. 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 & RS&HE 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.

### **11. Resources**

Resources for PSHE are kept electronically in addition to each classroom having its own selection of PSHE & RS&HE resources. 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. Training**

Staff are trained on the delivery of PSHE & RS&HE as it is included in our continuing professional development calendar. Staff are encouraged to take part in PSHE and RSE training via sources such as The National College, which is updated regularly.

The Headteacher/ Deputy Headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

### **13. Monitoring and Review**

The PSHE & RS&HE Subject Leader and SLT are responsible for monitoring the standards of pupils' work and the quality of teaching. They support colleagues in the teaching of PSHE & RS&HE, by giving them information about current developments in the subject and liaising with external subject specialists.

The delivery of RSE is monitored by the Deputy Headteacher through:

- Staff consultation
- Learning walks
- Pupil voice
- Planning consultancy.

The policy was written in the 2019/2020 academic year by the PSHE & RS&HE Subject Leader, after consultation with parents and staff and has been approved by the governors. It is has been kept up to date with current guidance from the Government and DfE.

The Head teacher and Deputy Headteacher will review this policy and at every review, the governing board will approve the policy.

For government expectations see Appendix 1-3.

## Appendix 1 – EYFS Ages and Stages:

3-4 year olds	Personal, Social and Emotional Development	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be SpiderMan in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	
	Physical Development	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	
	Understanding the World	<p>Show interest in different occupations</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue developing positive attitudes about the differences between people.</p>	
Reception	Personal, Social and Emotional Development	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs. - Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p style="padding-left: 40px;">regular physical activity   healthy eating - toothbrushing   sensible amounts of 'screen time'   having a good sleep routine   being a safe pedestrian</p>	
	Physical Development	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	
	Understanding the World	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	
Early Learning Goals	Personal, Social and Emotional Development	Self-Regulation	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
		Managing Self	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
		Building Relationships	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
		Past and Present	Talk about the lives of the people around them and their roles in society.

	Understanding the World	People, Culture and Communities	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
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## Appendix 2 – Physical Health and Mental Wellbeing By the end of primary school:

<b>Mental Wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• Mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and servicebased activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• For most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• Where and how to report concerns and get support with issues online</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• 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.</li> </ul>



<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene, including visits to the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</li> <li>• About immunisations.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

**Appendix 3 – Relationship Education By the end of primary:**

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• Families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• Others' families, both 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.</li> <li>• 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.</li> <li>• Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
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<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Respectful friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> </ul>
	<ul style="list-style-type: none"> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p><b>Online relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• People sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• Each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>