

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

### **Introduction**

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage and make the most of their lives, now and in the future.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in this digital, modern world. At Landscape, we recognise how important PSHE is in supporting the development of the 'whole' child, helping them to achieve their potential both academically and non-academically.

This policy should be read in conjunction with other school policies, particularly the 'E-safety policy' and the 'Behaviour and Anti-Bullying policy'.

### **Statutory Requirements**

Under the new guidance issued by the Department for Education, from September 2020, Relationships and Health Education will be compulsory at Landscape.

#### **Relationships Education**

Relationships Education at primary school will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Pupils will be taught what a relationship is, what friendship is, what family means and who can support them. Pupils will also learn about how to treat each other with kindness, consideration and respect.

#### **Health Education**

Health Education at primary school will provide pupils with the information they need to make good decisions about their own health and wellbeing and support them to recognise issues in themselves and others. Pupils will also learn about when and how to seek support, as early as possible when issues arise.

At Landscape, we believe that to be most effective, Relationships and Health Education should always be taught within a broader PSHE programme.

## Aims of PSHE at Landscore

To ensure that all pupils:

- Know what positive, respectful relationships are and understand how they can impact on their well-being.
- Know what to do and how to keep themselves safe from relationships and situations which make them feel unhappy or uncomfortable, including those online.
- Understand that mental wellbeing is a normal part of daily life, in the same way as physical health.
- Can recognise and name a range of emotions in themselves and others and understand the benefits of certain activities, such as time outdoors, on mental well-being and happiness.
- Know and understand ways to look after their own mental and physical health and where and how to seek support if needed.
- Understand the risks related to using the internet and know ways to keep themselves safe when online, as well as the possible negative impact it can have on their mental well-being and ways to manage this.
- Know basic first aid and how to call emergency services
- Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- Know key facts about puberty and the changing adolescent body, including physical and emotional changes and specifically the menstrual cycle.

## Implementation of PSHE at Landscore

At Landscore we timetable discrete teaching sessions for delivering the PSHE curriculum to our pupils. We aim for the class teacher, the person with the best knowledge of their class, to dedicate an hour each week to PSHE. This may be as a whole hour session or in two 30 minute slots. During these discrete teaching slots, we use materials and activities accessed online through the **1decision website**. This online resource has been kitemarked by the PSHE Association. It is relevant, provides real life films with alternative endings and is in line with the most up to date curriculum guidance. The lessons are flexible and class teachers can adapt them as needed to suit classes and to be responsive to their needs and any issues which have to be approached sensitively. We teach PSHE to all pupils, regardless of their ability or if they have been identified as a child with SEND. Teachers provide learning opportunities matched to the individual needs of children with additional needs.

Much of the PSHE work will be based on discussion both in whole class and in smaller collaborative groups or pairs. Pupils will also have some opportunities for practical activities, such as washing their hands or crossing a pretend road in the playground to demonstrate their understanding. Teachers may also plan role play activities and at times, when it is appropriate, pupils will be asked to record their understanding on a topic with images and written work. This work will be recorded in theme books or folders. Pupils in Team 2 and Team 3 will be asked to make some recording in theme books for PSHE at least once per term.

## Progression Mapping and Coverage of PSHE at Landscore

Autumn Term – First Half					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Computer Safety</b>	<b>Computer Safety</b>	<b>Computer Safety</b>	<b>Computer Safety</b>	<b>Computer Safety</b>	<b>Computer Safety</b>
Assessment - Baseline	Image Sharing	Making Friends Online	Assessment - Baseline	Image Sharing	Making friends online
Online Bullying	Hazard Watch	Computer Safety	Online Bullying	Adults' and Children's views	Assessment Summative
	Is it safe to play with?				
Hazard Watch	Money Matters	Money Matters	The Working World	The Working World	The Working World
Is it safe to eat or drink?	Assessment – Baseline	Assessment - Summative	Assessment - Baseline	Enterprise	In-App purchases
	Money Matters		Chores at home	Adults' and children's views	Assessment - Summative
Autumn Term – Second Half					
Relationships	Relationships	Relationships	Growing and Changing	Growing and Changing	Growing and Changing
Assessment – Baseline	Bullying	Touch	Assessment - Baseline	Puberty	Conception
Friendship	Body Language	Assessment - Summative	Appropriate Touch (Relationships)	Adults' and Children's views	Assessment Summative
<b>Anti-Bullying week Nov</b>	<b>Anti-Bullying week Nov</b>	<b>Anti-Bullying week Nov</b>	<b>Anti-Bullying week Nov</b>	<b>Anti-Bullying week Nov</b>	<b>Anti-Bullying week Nov</b>

Spring Term – First Half					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Feelings and Emotions</b>	<b>Feelings and Emotions</b>	<b>Feelings and Emotions</b>	<b>Feelings and Emotions</b>	<b>Feelings and Emotions</b>	<b>Feelings and Emotions</b>
Assessment - Baseline	Worry	Grief	Assessment - Baseline	Anger	Worry
Jealousy	Anger	Assessment - Summative	Jealousy	Adults' and Children's views	Assessment Summative
<b>Children's Mental Health Week Feb</b>	<b>Children's Mental Health Week Feb</b>	<b>Children's Mental Health Week Feb</b>	<b>Children's Mental Health Week Feb</b>	<b>Children's Mental Health Week Feb</b>	<b>Children's Mental Health Week Feb</b>
Spring Term – Second Half					
Keeping / Staying Healthy	Keeping / Staying Healthy	Keeping / Staying Healthy	Keeping / Staying Healthy	Keeping / Staying Healthy	Keeping / Staying Healthy
Assessment – Baseline	Healthy Eating	Medicine	Assessment - Baseline	Smoking	Alcohol
Washing Hands	Brushing Teeth	Assessment - Summative	Healthy Living	Adults' and Children's views	Assessment Summative

### Summer Term – First Half

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping / Staying Safe	Keeping / Staying Safe	Keeping / Staying Safe	Keeping / Staying Safe	Keeping / Staying Safe	Keeping / Staying Safe
Assessment - Baseline	Tying Shoelaces	Staying Safe	Assessment - Baseline	Cycle Safety	Water Safety
Road Safety		Leaning Out of Windows	Peer Pressure	Adults' and Children's views	Assessment Summative
		Assessment - Summative			

### Summer Term – Second Half

Being Responsible	Being Responsible	Being Responsible	Being Responsible	Being Responsible	Being Responsible
Assessment – Baseline	Practice Makes Perfect	Stealing	Assessment - Baseline	Looking Out for Others	Stealing
Water Spillage	Helping someone in need	Assessment - Summative	Coming Home on Time	Adults' and Children's views	Assessment Summative
			A World Without Judgement	A World Without Judgement	A World Without Judgement
			Assessment – Baseline	Inclusion and Acceptance	British Values
			Breaking Down Barriers	Adults' and Children's Views	Assessment - Summative

At Landscore, we also recognise and embrace that the teaching of PSHE is continuous and ongoing during everyday school life and across many areas of the curriculum. For example, in Design Technology, pupils will learn about hygienic practises when handling food and subject leaders have mapped the coverage of 'Digital Citizenship', including online safety, across computing and PSHE sessions.

British Values underpin many of our assemblies and the ethos of our whole school. We are proud to provide opportunities such as a school council, where pupils can begin to learn about democracy and to ensure that children's voices are heard. We regularly have assemblies about religious and cultural differences and pupils are encouraged to develop a respect and understanding of such differences. We also provide assemblies on safeguarding issues such as with the NSPCC to continue to raise pupils' awareness of how to keep themselves safe and how to seek support if issues arise. A significant area of ongoing, everyday PSHE work is on relationships. All staff at Landscore work hard to develop and model positive relationships with the children. Frequent opportunities arise to discuss children's feelings and emotions alongside supporting them to develop positive and appropriate relationships with their peers.

#### **Roles and Responsibilities for PSHE at Landscore**

The Subject Leader for PSHE supports staff in their teaching of PSHE by disseminating information about current developments in the subject and by providing strategic lead and direction for the subject at Landscore.

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school and managing any requests to withdraw pupils from aspects of relationships education

The policy for PSHE is monitored by the Governing Body and will be reviewed every 2 years or earlier if necessary.

## **Relationships and Sex Education (RSE) at Landscore**

At Landscore, we will teach children from EYFS to Year 6 about positive, healthy relationships, as outlined in the progression mapping and coverage of PSHE. We believe however, that in order to support and enable pupils to develop into adolescents who understand the changes they will go through and how to keep themselves safe and 'healthy', both mentally and physically, they need to learn about puberty and conception in the later stages of Primary School. Therefore, we have chosen to teach some aspects of Sex Education to our pupils in Year 5 and 6 as outlined in the progression mapping and coverage of PSHE.

### **Implementation of Relationships and Sex Education at Landscore**

The focus of Relationships and Sex Education (RSE) at Landscore will be on a full range of social encounters, and we will teach children the importance and sustaining reward of different types of relationships. When we teach about sex in particular, we will emphasise that it is special and only for special relationships. We will use materials and activities accessed online through the 1decision website. This online resource has been kitemarked by the PSHE Association.

We will include specific teaching of the knowledge, confidence and skills to resist peer pressure.

We will actively explain different types of relationships (for example, married, single-parent, same-sex) and will emphasise that the ideal is a stable and loving one. We may use marriage as a widely recognised example of a commitment to such a relationship.

We aim to protect children from misinformation. To this end, teachers will be aware of children's exposure to relationships through the media, particularly television. If particular events or broadcasts cause significant playground discussion, we may adapt particular sessions to tackle those issues.

We will promote awareness that relationships as portrayed in the press or on television may not be ideal, or even realistic.

We will not avoid any contentious issues, but will be consistent and will set all issues in the context of stable and loving relationships.

We will teach the potential consequences of sexual activities, but will give appropriate emphasis and will make sure that children's knowledge is proportionate to each particular issue.

Whenever we discuss particular parts of the body or activities, we will teach children the correct, medically understood words. If children use other (slang) words, we will explain that there is a correct word and ensure that they know it. Our intention is to give all children confidence to communicate clearly in a common language.

RSE sessions, with a focus on Sex Education, will usually be taught by 2 members of staff, one of whom will be the class teacher.

Sessions on Sex Education will be taught to single year groups and when appropriate, to single sex groups to encourage and allow for questions and discussion as needed, but we understand the importance of all pupils being taught the same content.

Pupils will be able to write questions and put them in a 'post box' so that teachers may select the most appropriate for class discussion and can prepare some answers, or return to them at a later date.

Teachers may direct questions back to parents if they are inappropriate for class discussion.

We will use the animated films 'Puberty' and 'Conception' from the online resource 1decision to support the teaching of Sex Education sessions.

A letter will go out to parents in the first half of the Autumn Term informing parents of what their child will be learning and when. Parents will be offered the opportunity to look at the animation films if they wish. Parents will also have the right to withdraw their child from the sessions as outlined below in this policy.

Teachers will make themselves available for a drop in session after school when parents can come along and informally meet their child's teacher to discuss any concerns or questions that they have regarding the teaching of Sex Education, prior to the sessions taking place. Parents will be informed of this time.

### **National Curriculum links between Sex Education and Science Statutory Requirements**

Year 5 pupils should be taught:

- To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- To describe the life process of reproduction in some plants and animals.
- To describe the changes as humans develop to old age
- They should learn about the changes experienced in puberty. (Non-statutory guidance)

Year 6 pupils should be taught:

- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Parents' right to withdraw their child from PSHE at Landscore**

Landscore is well aware that the primary role in children's relationships and sex education lies with parents and carers. The important 'lessons' given by parents / carers about healthy relationships, looking after themselves and staying safe are respected and valued under the new curriculum. Teaching at Landscore will complement and reinforce the 'lessons' parents / carers teach. At Landscore we will:

- Make the PSHE policy available online, via the school's website.
- Answer any questions that parents may have about the PSHE education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHE in the school.

We respect and retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). **There is no right to withdraw pupils from Relationships Education at primary level, as the contents of these subjects – such as family, friendship, safety (including online safety) – are statutory requirements as from September 2020.**