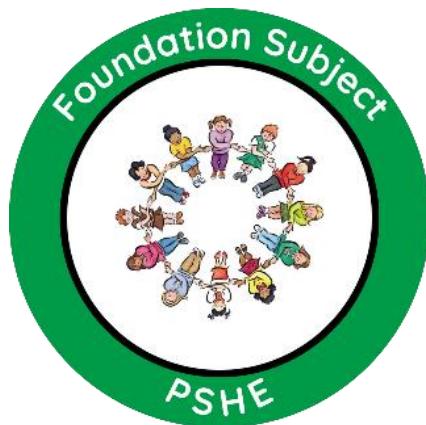


# TILERY PRIMARY SCHOOL



## PSHE and RSE POLICY



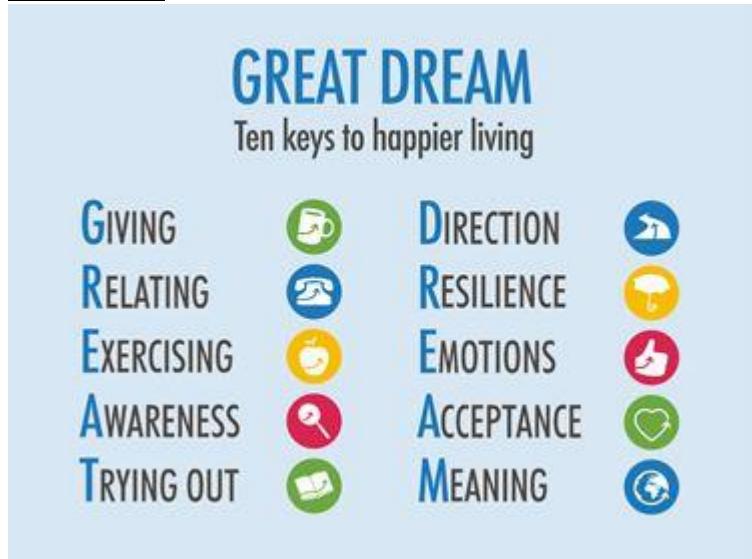
Ratified by Curriculum Committee: 09 November 2023
Shared with Staff: 05 January 2024
Signed by Chair of Governors: 09 November 2023
Review Date: Autumn 2025

### What We will Offer

PSHE education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work in modern Britain and beyond. At Tilery Primary School we offer a carefully planned and holistic approach to PSHE, RSE and Emotional Health and Wellbeing. RSE forms an integral part of the PSHE curriculum putting in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. As appropriate, RSE also teaches children about sexual health, sexuality, healthy lifestyles, diversity and personal identity supporting, the emotional, social and cultural development of pupils.

At Tilery Primary School we offer a bespoke PSHE and RSE curriculum designed to best meet the needs of our children. The curriculum is designed around 10 core themes known as keys, which research has proven makes life happier and more fulfilling. Together they spell "GREAT DREAM".

#### The Ten Keys



#### Organisation of the Keys

Each key is given a dedicated block of time (as set out in the LTP) with an overreaching whole school objective. Individual year group objectives are then broken down within the key providing the benefits of a 'spiral learning model'. Topics are revisited and covered at a greater depth throughout school years allowing for a fluid transfer of knowledge and preparing pupils for the next stage of their education. The keys are taught to each year group at the same time allowing for continuity and progression and collaborative work taking place across the school. It also allows for appropriate learning in key stage and whole school assemblies and key national and global celebrations to be planned and delivered throughout school around the appropriate key. This ensures PSHE and RSE underpin day to day school life at Tilery Primary School and have an impact on both academic and non-academic outcomes for pupils.

#### Inclusion

PSHE is concerned with recognising the importance of all pupils as individuals, and as part of the wider society. Pupils' entitlement to benefit from the delivery of this subject area in an atmosphere of trust, fairness and respect is of upmost importance. The delivery of this subject area helps to reduce prejudice and misunderstanding and stop racism, sexism and other discrimination. Work will be planned to consider the difference of abilities amongst pupils including those with EAL or SEND.

#### Parents' Right to Withdraw

Parents do not have the right to withdraw their child from relationships education. However, they do have the right withdraw their child from the non-statutory components of RSE. Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions

regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from non-statutory RSE lessons.

Parents are able to access the school policy and the coverage documents for each year group on the school website. They can also request printed documents or if they would like to discuss anything relating to the PSHE curriculum they can contact the PSHE and RSE subject leader.

### **Equal Opportunities**

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when PSHE.

### **SEN**

At Tilery Primary we recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources
- outcome

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught, word banks and visual cues can be provided. Activities should reinforce children's understanding of the subject and their basic literacy or numeracy skills should not be a barrier.

### **How We will Deliver It**

#### **CPD**

Training on the delivery of PSHE and RSE is included in our continuing professional development calendar. The Head Teacher will also invite visitors from outside school to provide support and training to staff teaching RSE.

#### **Teaching and Learning**

At Tilery Primary School, PSHE (including RSE) is taught weekly as a one-hour discrete session in Key Stages 1 and 2. Discrete PSHE lessons are necessary as it is not possible to achieve continuity, progression and meaningful assessment from a cross-curricular approach. However, a cross curricular approach should also be harnessed, where links are made to PSHE through all other subjects. For example, children may be asked to consider the morality of the behaviour of a historical figure or the ethics of particular environmental issue. In the EYFS children are able to join in with the whole school themes through the areas of learning PSED ( Personal Social Emotional Development) which focus on emotions, relationships and sense of self and KUTW (Knowledge and Understanding of the World) which focuses on personal experiences and a diverse world.

#### **Learning Environment**

Posters linking to the current key are to be displayed in the classroom and appropriate areas around school whilst that key is being taught. Work is shared and celebrated on the school PSHE working wall allowing for a raised whole school profile and positive ethos.

When setting up any lesson that deals with potentially sensitive subjects, it's essential to begin by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence.

In order to establish a safe learning environment teachers;

- Work with pupils to establish ground rules about how they will behave towards each other in discussion, rather than imposing rules on them. This helps rules to be more meaningful and relevant.
- Ensure that ground rules/class agreements reflect the school's wider policies and practice in relation to managing sensitive issues.
- Provide opportunities for children to ask questions anonymously, by using an 'Ask it Basket'. This enables children to ask questions that concern them without having to do so in front of their peers.
- Offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class; this can help some children to feel more confident.
- Provide balanced information including a variety of views to help pupils clarify their own opinions (whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form).
- Be aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed.
- Provide information to children about how they can get help and support both in school and outside, as appropriate.
- Always work within the school's policies on safeguarding and confidentiality, in particular making it clear to children our school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons.
- Depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters and storylines etc.

### **Setting ground rules or a class working agreement**

Although ground rules are most meaningful and effective when developed as a class, there are basic elements that should be encouraged. At Tilery Primary School these are;

- Listen to and respect each other
- Use language that won't offend or upset other people.
- We have the right to pass.

EYFS, KS1 and KS2

- Use the correct terms, and if we don't know them, we'll ask for help.
- Comment on what was said, not the person who said it.
- Don't share our own, or our friends', personal experiences.
- Don't put anyone on the spot or ask personal questions
- Don't judge or make assumptions about anyone.

KS2 Only

These ground rules are to be displayed in classrooms and any areas planned PSHE and RSE discussions take place.

### **The Difference it Will Make**

#### **Assessment**

In order to be successful learners, pupils need regular opportunities to reflect and establish what they have learnt and how they could develop their knowledge further.

Assessment of pupils' personal, social and emotional development is by formal and informal observation of responses, participation and relationships. Where appropriate pupils are encouraged to reflect on their own learning and experiences and set goals.

Teachers inform parents of their child's progress through Parents' evenings.

To support planning, teaching and learning, teachers carry out a baseline assessment at the beginning of each topic. There are many ways to do this but one of the most straightforward is a mind-mapping activity. For example, you can use the topic title Stereotyping: Gender and ask children to mind map what they already know. Children can do this individually, in pairs or as a class. You can then see what they know, what misconceptions they have and any gaps in their understanding. The mind map is revisited at the end of the unit and additional information added, using a different colour, providing useful evidence of progress.

Another established tool for baseline assessment is 'Draw and Write'. The basic principle involves outlining a scenario to the children and them responding with their ideas in pictures and words. Again, this allows you to see what they already know and any misconceptions. Like the mind map, this can be revisited at the end of a unit to see progress.

To support planning, it is important to assess in each lesson and in particular to identify any children who really have not understood the content. Your weekly plan can be used to note children who do not have a secure understanding as well as any who have exceeded expectations. Working this way will enable you to adjust the planning for the next lesson to support those children who need some extra input, and those who need extending further.

Self and peer assessment are also useful tools in RSE and PSHE. When undertaking this type of activity, it is important to be clear on what is being assessed particularly when using peer assessment. Children need clear guidance on what they are looking at. For example, when peer-assessing a leaflet produced by another child, they may look at how clearly information is shared or the number of key facts included.

Paper-based activities can be used as evidence of children's learning. These should be evident in children's PSHE/RE book. Photos and a brief record of discussions can be stored in the PSHE folder on SeeSaw.

### **Monitoring**

The delivery of PSHE and RSE is monitored by the head teacher and PSHE lead teacher through planning scrutiny, learning walks, lesson observations, work scrutinies etc. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

### **Curriculum Enrichment**

At Tilery Primary School PSHE education underpins all aspects of school life. It is the foundation of learning, supporting the teaching of all subjects and is an integral part of the whole curriculum. Throughout the year we have a calendar of planned whole school learning opportunities such as 'Anti Bullying Week' and 'E-Safety Week'. A diverse range of guest speakers from the local community are invited into school on a regular basis to deliver assemblies. Children are given planned opportunities to learn from and develop links within their community, showing them how important it is to collaborate with others around them and promote our school motto 'Inspiration or Aspiration'.

### **Roles and Responsibilities**

#### **The Governing Body**

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum.

## **Headteacher**

The Headteacher has overall responsibility for the leadership and management of the school. As the leading professional, the Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body;
- The school's procedures for assessment meet all legal requirements;
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

## **Role of the Subject Leader**

The role of a subject leader is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

The subject leader ensures that the policy is adhered to and will:

- provide leadership and direction for the subject and ensure that it is managed and organised to meet the aims and objectives of the school and the subject;
- have responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice;
- ensure that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement;
- play a key role in supporting, guiding and motivating teachers;
- evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject;
- produce an annual action plan which will be part of a School Development Plan.

It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

## **Role of the Class Teacher**

Classroom staff will ensure that the school curriculum is implemented in accordance with this policy.