



Cotwall End Primary School

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POLICY AND PROCEDURES

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| Purpose | To set out curriculum guidance and policy for the delivery of PSHRE at Cotwall End Primary School |
| Policy author | Mrs Sally Slater |
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Cotwall End Primary School

PSHE and RSE Policy

Updated September 2020

Introduction

This policy clarifies the approach that Cotwall End takes towards teaching Physical, Social, Health and Economic Education, known as PSHE and Relationships Education.

As a maintained primary school, from September 2020, we must provide relationship and health education (RE and HE) to all pupils as per section 34 of the Children and Social Work Act 2017 (See appendix 1 and 2 for the end of primary expectations for pupils). We already deliver a comprehensive PSHE curriculum, but have taken this opportunity to review and adjust to meet the Department of Education (DfE) expectations. From September 2020 onwards health and relationship education will be taught as part of our PSHE curriculum and will be known as PSHRE (Personal, Social, Health, Relationships and Economic Education).

Our PSHRE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Cotwall End, preparing them for the opportunities, responsibilities and experiences of later life. Pupils at Cotwall End can benefit from an education that keeps them safe, healthy and prepared for the realities of modern life; supporting them to thrive in a time of rapid change.

Relationships and Sex Education (RSE)

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum (biological/ reproductive aspects). However, the Department of Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of pupils'. As part of their PSHRE lessons (health education) pupils in Years 5 and 6 will receive stand-alone puberty lessons, delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

At Cotwall End, Relationships education is embedded within the new PSHRE curriculum and is taught in a way which is complementary to the wider ethos, values and principles of our school. It includes learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It will enable our children to learn about the emotional, social and physical aspects of growing up, relationships and health. It will equip our children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships. Additionally, it will allow them to celebrate their uniqueness and to take responsibility for their health and wellbeing both now and in the future.

Right to Withdraw

Parents do not have the right to withdraw their children from relationships education. However, they do have the right to withdraw their children from the non-statutory/non-science components of sex education within PSHE. At Cotwall End these aspects will not be being delivered.

PSHRE Curriculum Statement

At Cotwall End, personal, social, health, economic and relationship education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral and social and cultural (SMSC) development is at the heart of our school ethos. British values are promoted through the overarching aims and objectives of PSHE supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

PSHE and RE Statement of Intent

The overarching intent of our PSHRE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. We intend to build a PSHRE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare them for being a global citizen. At Cotwall End Primary School, PSHRE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally

and socially, and tackles many of the moral, social and cultural issues that are a normal part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Implementation

We follow a thematic programme of study based upon the PSHE Association's Primary Scheme of Work, which is recommended by the Department for Education.

Our scheme of work has three core themes, the same for each key stage. The scheme of work can be viewed on our website (Appendix 3). Each core theme is divided into three topic areas.

Core Theme 1: Relationships

- Families and Friendships
- Safe Relationships
- Respecting Ourselves and Others

Core Theme 2: Living in the Wider World

- Belonging to a Community
- Media Literacy and Digital resilience
- Money and Work

Core Theme 3: Health and Wellbeing

- Physical Health and Mental Wellbeing
- Growing and Changing
- keeping Safe

Whilst PSHRE is split into three separate core themes, in reality there will always be extensive overlap. PSHRE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is vital that we provide a spiral programme of knowledge, skills and attribute development, where prior learning is continually revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHRE should reflect the universal needs shared by all pupils as well as the specific needs of the children at our school.

Organisation and Provision

At Cotwall End we teach PSHRE in a variety of ways. We have dedicated PSHRE curriculum time where lessons are delivered discretely by teachers and sometimes, by teaching assistants. We pride ourselves on providing a creative and literary based curriculum for our children and therefore learning objectives from our PSHRE schemes of work will often be embedded within other subjects including English and the humanities; giving the learning a real context. Furthermore, due to our desire to continuously promote healthy, active lifestyles there is additional coverage within science and physical education lessons. Additionally, coverage of PSHRE objectives will often be seen in religious education lessons as we strive to take every opportunity to develop our pupils as good citizens.

In addition, PSHRE is developed through whole-school activities and events *such as*:

- School Council: representatives from each class meet regularly to discuss school matter
- Whole School Charity week – this occurs yearly and is run by the School Council
- Anti-Bullying Ambassadors *with new ambassadors trained each year through the Diana Award.*
- School Value passports – children are rewarded each term for behaviour which reflects each of our school Values.
- Weekly Praise Assemblies which focus on our School Values.
- We offer three residential visits every year involving years 2, 5 and 6. These visits have a particular focus on developing pupils' self-esteem and independence whilst giving them opportunities for additional cultural experiences
- Yearly whole school theatre visit.
- Healthy Eating incentive – Kevin the Carrot is awarded weekly to the healthiest class
- Citizenship Cup (parents are invited to nominate their own children for their contributions within the community)
- Visiting speakers
- Variety of after school clubs

School Values and British Values

At Cotwall End our School Values are firmly embedded within the curriculum and form the basis of all that we do: Honesty, Kindness, Happiness, Bravery, Wisdom and Self-Belief. Each half term one value is focused upon discretely whilst continuously reinforcing and reminding the children of all our values.

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.

Foundation Stage

In the Foundation Stage, PSHRE is taught as an integral part of the curriculum throughout the year. We relate the PSHRE 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.

Teaching PSHRE to children with special needs

At Cotwall End, we firmly believe that all pupils, regardless of their specific needs, must be part of PSHRE lessons, as it is an important part of developing healthy relationships with their peers. We respect pupils' starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are higher ability or who have learning difficulties. When teaching PSHRE we consider the targets set for children in their Education Health and care Plan (EHCP), some of which may be directly related to PSHRE targets. For exceptionally able children, we 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.

Equality and Diversity

Cotwall End strives for the best outcomes for all pupils and therefore ensures that PSHRE education is accessible to every pupil. Teaching will always take into account the ability, age, readiness, religious and cultural background of our pupils and those with English as a second language, enabling all to fully access our provision, in accordance with the Equality Act 2010.

Creating a Safe and Supportive Learning Environment

As PSHRE education works within pupils' real life experiences, we believe it is essential to establish a safe learning environment. We create a safe and supportive environment by establishing ground rules for all of the children at the beginning of each lesson. Pupils should be reassured that if they have any personal concerns or wish to talk about any issue raised in the lesson, that they should feel comfortable asking their teacher about this. Teachers are encouraged to answer questions as factually as possible, drawing on their skills, discretion and knowledge from the curriculum in an age appropriate way. Teachers will use their judgement, knowledge of the cohort and 'read the room' before responding to sensitive questions. Teachers will consult with parents of individual children before responding if it is felt necessary. On occasions, pupils may be able to raise questions anonymously. If a safeguarding issue is raised or a disclosure is made staff will follow the school's safeguarding guidelines.

Language

Children should be introduced, at appropriate stages, to the correct language and terminology when discussing aspects of PSHRE. It is important that acceptable and unacceptable language and terminology is clarified. After initial discussion, the correct terms will be used at all times for teaching, therefore normalising the correct language for body parts, etc.

Anti-bullying

The PSHRE policy complements the anti-bullying policy and learning during PSHRE lessons will overlap extensively with the work that we do in school on anti-bullying.

PSHRE and Computing

Learning in PSHRE will overlap and compliment learning in Computing lessons, where children will develop a sense of global citizenship by safe use of the internet. E-safety has a very high profile in school and safe online behaviours are taught explicitly throughout the year, as well as being reinforced during anti-bullying workshops and whole-school 'drop down days'. Through discussion of safety and other issues related to electronic communication, the children

develop their own view about the use and miscues of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Resources

Cotwall End is a member of the PSHE Association, a very informative and excellent website which is endorsed by the DfE and includes curriculum guidance, lesson plans, resources and CPD training.

Monitoring, Reporting and Assessment

Whilst we understand that PSHRE cannot be assessed in the same manner we assess other subjects, we still believe that it is important to monitor pupil progress. In PSHRE there are two broad areas for assessment:

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

Assessment is primarily done through the use of skilled questioning, the content of discussions the children are involved in and the assessment of pupil's independent written responses. Children's work is marked in line with the school's marking policy.

The PSHRE Co-ordinator and SLT are responsible for monitoring the standards of children's work and the quality of teaching. Monitoring occurs throughout the year through learning walks, book trawls, pupil and staff discussions and pupil and staff questionnaires. Findings from monitoring are shared with SLT and used to inform future CPD for staff.

Role of the Co-ordinator

The role of the PSHRE Co-ordinator involves:

- Being aware of the National Curriculum Programmes of Study for each key stage (and requirements for Foundation Stage);
- Tracking coverage and progression of skills across school;
- Ensuring there is a broad and balanced breadth of study;
- Auditing and sourcing appropriate resources

- Monitoring planning, books and the learning environment;
- Attending meetings and courses which will inform future development of the subject and disseminate relevant information to staff;
- Supporting colleagues in all aspects of the curriculum;
- Developing a yearly action plan with clear areas for development;
- To produce an updated action plan at the end of each academic year.
- Work with the Deputy, R.E. Coordinator and Anti-Bullying Ambassador lead.

Appendix 1 Statutory Relationship Education Objectives

Appendix 2 Statutory Health Education Objectives

Appendix 3 Cotwall End Scheme of Work