



# Personal, Social, Health, Relationships and Economic Education Policy (PSHRE Education Policy)

The PHSRE Education Policy in respect of the Castlechurch Primary School has been discussed and adopted by the Local Advisory Board

*Chair of Local Advisory Board:*

*Mrs V Bowyer*

*Headteacher:*

*Headteacher – Mrs Goodyear*

*Agreed and ratified by the Local Advisory Board*

*May 2022*

*To be reviewed:*

PSHRE is a fundamental part of Castlechurch Primary School. The well-being of the children is at the heart of everything we do.

Relationships Education and Health Education (covering both physical and mental health) became a statutory requirement from September 2020. Relationships and Sex Education is statutory in both Primary and secondary Schools.

As a Primary school, and in line with the MAT, we will be a teaching basic Sex Education and puberty curriculum. This is covered within the KS2 Science curriculum and in line with the Staffordshire NHS agreed guidelines. We will ensure that all requirements set out in the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Statutory guidance are covered. We will do this through our PSHRE, science, computing and assembly themes.

### **Our PSHRE Intention**

**To create positive citizens through the exposure of the PSHRE core values. The children will have access to a quality curriculum that uses rich vocabulary, imagination, empathy and an understanding of the world.**

**We enable all children to 'Be the best they can be' and throughout their time with us, pupils are empowered to become good citizens.**

### **Aims**

Castlechurch Primary School is a wonderful, community school where diversity and individuality are celebrated. We are passionate about our family feel ethos in all aspects of school life. We aim to nurture and inspire our children to develop confidence, respect, manners, independence and resilience in an environment, where their efforts are recognised and valued. We teach and expect the children to show and understanding of British values and know that we are all equal.

We are committed, to ensuring that the emotional and social needs of all our pupils are met. As part of providing a broad and balanced curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. Our assemblies at Castlechurch and a dedicated PSHRE lesson each week ensure that we value this subject. We will monitor skills taught and trap evidence using 'evidence me' and pupil voice.

We support children to develop the knowledge, skills and the understanding that they need to lead confident, healthy and independent lives and become responsible citizens of the future. We recognise that our school values are crucial to this learning and should be at the heart of whole-school development.

As part of a whole-school approach, we aim to deliver a PSHRE education (which includes Relationships Education and Health Education) that is underpinned by the ethos and values of our school and meets the age, maturity and needs of our children. Our PSHRE education aims to develop the qualities and attributes that pupils need to thrive not only as individuals, within a family and as members of our society. Our PSHRE education aims to help children and young people

develop the skills and enables them to deal with the real-life issues, they face as they grow up. Our PSHRE curriculum equips pupils to live a healthy, safe, productive, responsible and well-balanced life. Our PSHRE education contributes to their personal development as a core, by helping pupils to build in knowledge, confidence, resilience and self-esteem. Developing the key skills necessary to allow them to identify and manage risk, make more informed choices and understand what and who influences their decisions.

## **Implementation**

PSHRE education will be delivered through a combination of planned curriculum opportunities and whole-school approaches. Staff have been trained in the Castlechurch approach and have clear progression documents to follow.

This will take the form of:

- Discrete weekly curriculum teaching time through class assemblies and/or focussed lesson time understanding the children's needs.
- Class teachers knowing their children well and school staff
- Cross-curricular learning opportunities
- Through our science and computing curriculums
- Key Visitors into school
- A broad range of assemblies
- An engaging and enriched curriculum with varied opportunities
- Focus theme Weeks
- Education Visits
- Class Leadership Roles-such as school council
- A trusted adult that the child feels comfortable talking to

## **Impact**

The impact of our PSHRE curriculum is that our pupils, at all stages of their education, are prepared for their life now, and also for their next steps, whether that is moving classes, moving key stage or moving to high school. We want our PSHRE education to not only contribute to pupils emotional, social, health and wellbeing, but to allow them to become resilient, happier and more motivated. We will also influence their cognitive development and learning, particularly our most disadvantaged pupils by nurturing self-belief and self-control strategies that manage challenging behaviour. PSHRE has a very high profile in the life of our school and is at the forefront of whole school initiatives, learning and teaching. The children VALUES is at the heart of all we do at Castlechurch. PSHRE is well resourced in terms of curriculum time, planned opportunities and staff training. Statutory requirements are fully met. Discrimination, including any bullying, is tackled quickly and well. School council have incorporated friendship champions and school follows guidelines from The Anti Bullying Alliance. Our PSHRE education makes a significant contribution to the Prevent agenda and to safeguarding children and young people. Weekly briefings address safeguarding and are a constant reminder to staff. We also have very positive links with our Castlechurch and Life Church community and our RE ethos supports PSHRE values.

Subject lead Mrs J Cranwell has regular training and updates with Sarah Huggins and the other lead teachers across the MAT. These lead teachers communicate regularly and share good practice.

## **Relationships and Health Education**

At Castlechurch, we follow the PSHRE Association Guidance where there are 3 core themes;

- 1: HEALTH AND WELLBEING
- 2: RELATIONSHIPS
- 3: LIVING IN THE WIDER WORLD

From this, we have developed into our own school schemes of work. These will be reviewed and evolve. This ensures that we have a planned programme of Relationship and Health Education as an identifiable part of our PSHRE education. The scheme of work, gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

These are taught through a progressive and themed approach.

Health and Wellbeing topics include:

- Healthy Lifestyles (physical wellbeing)
- Mental Health
- Ourselves Growing and Changing
- Keeping Safe
- Drugs, Alcohol and Tobacco

Relationships topics include:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe Relationships
- Respecting Self and Others

Our Relationships Education also includes elements of the statutory Science curriculum.

### **National Curriculum Science**

#### **Key Stage 1**

- a) that animals including humans, move, feed, grow, and use their senses and reproduce.
- b) to recognise and compare the main external parts of the bodies of humans and reproduce.
- c) that humans and animals can reproduce offspring and these grow into adults.
- d) to recognise similarities and differences between themselves and others and treat others with sensitivity.

#### **Key Stage 2**

- a) that the life processes common to humans and other animals include nutrition, growth and reproduction.

### **EYFS**

Children learn about the concept of male and female and about young animals. In ongoing PSHRE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### **Key Stage 2**

In RE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. At Castlechurch our RE looks at Diversity and the acceptance of all beliefs and cultures. We discuss and promote the belief that we are all equal.

### **Parental consultation**

The school includes information on PSHE Education on the school's website and full details are available on request. Parents do not have the right to withdraw children from National Curriculum Science/Computing or PHSRE lessons.

We do inform parents when our lessons involve 'growing up and body changes' in Year 6, as advised by the school nursing team. Parents do have a right to withdraw their child.

### **Child Protection / Confidentiality**

Teachers need to be aware that effective PSHRE Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to the disclosure of a child protection issue. In the event of this, the staff member will inform the Head Teacher/Designated Safeguarding Lead (DSL) in line with the school's Safeguarding Policy incorporating Child Protection. A member of staff cannot promise confidentiality if concerns exist. Any issues that arise should be recorded on My Concern.

### **Links with other policies**

This policy is linked with the following policies:

Equal Opportunities

Safeguarding including Child Protection

Confidentiality

Behaviour

Anti- Bullying

These policies can be found on the school's website.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. Teachers are advised to consult with Mrs Goodyear for specific advice.

### **Use of visitors**

Visitors are welcomed at Castlechurch and we recognise that specialist visitors will enhance our curriculum.

### **Children with Special Educational Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of our PSHRE curriculum.

## **Education for a Connected World-computing**

Through Relationships Education and Health Education, pupils will be taught about online relationships, being safe (including in a digital context) and online safety and harms. Teachers will address online safety and appropriate behaviour in an age-appropriate way that is relevant to e safety.

This curriculum framework provides guidance on supporting children and young people to navigate the digital world safely. It focuses specifically on eight different aspects of online education:

- Self-image and identity
- Online relationships
- Online reputation
- Online bullying
- Managing online information
- Health, wellbeing and lifestyle
- Privacy and security
- Copyright and ownership

In each area, it describes the skills and understanding children and young people should have the opportunity to develop at different ages and stages.

Castlechurch aims to promote the development of safe and appropriate long term behaviours. It also supports our teachers in empowering our pupils and building their resilience. We aim to give our pupils the information that they need to make good decisions about their own health and wellbeing, which includes teaching children how to be safe online. The impact of social media and the internet can have on their wellbeing. The computing curriculum teaches the skills and understanding that children should develop as they progress through our school.

## **Difference and Diversity**

Throughout our PSHRE curriculum, cross-curricular learning and enrichment we will endeavor to promote;

### **KS1**

Showing respect for people's similarities and differences.

Knowing that there are similarities and differences between every child in the class.

Understanding that different people have different strengths and they are all important to our group.

Knowing that different things contribute to our identity including our membership of different groups.

## **KS2**

Knowing my culture and community.

Expressing feelings about being included or excluded.

Appreciating diversity, sameness, difference and inclusion.

Discussing what racism, diversity and inclusion mean.

Beginning to understand how racist remarks might hurt others' feelings.

Knowing that name calling is verbal bullying.

Knowing they can celebrate being different.

Knowing more about what are acceptable names to call others.

Beginning to know more about racism and know what to do if I hear or see racist remarks or actions.

Beginning to know more about what are racist and unacceptable attitudes.

Beginning to know what are acceptable attitudes to other people.

Enjoying and accepting being the same and different.

Knowing that all families are unique and different.

An understanding of relationships including same sex relationships.

Knowing safe adults to approach to discuss problems.

### **British Values at Castlechurch Primary School**

At Castlechurch Primary School, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

These values were first set out by the government in the 'Prevent' strategy in 2011.

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| <b>Democracy</b>                              | Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems. |
| <b>Individual Liberty</b>                     | The free exercise of rights generally seen as outside Government control.  |
| <b>The Rule of Law</b>                        | All people and institutions are subject to and accountable to law that is fairly applied and enforced.   |
| <b>Mutual Respect and Tolerance of others</b> | The regard for an individual's dignity. Mutual respect and tolerance of those with different faiths and beliefs and for those without faith.         |

We ensure that the fundamental British values are promoted through everything we do at Castlechurch, our assemblies, our charity work, our PSHRSE whole-school approach and through everyday aspects of school life. We are a community school and we are proud to teach British Values. We inform the children of local and World events to ensure an understanding of the wider community. BBC Newsround is a good platform for this.

### **Spiritual, Moral, Social and Cultural (SMSC) Development**

Spiritual, Moral, Social and Cultural development is crucial for individual children, staff and for society and it is our aim to create good local, national and global citizens, who develop good character and resilience. We want all Castlechurch children to be Kind. Kindness is very important to us and our Kindness cards are praised in assembly every week.

For our pupils, we will provide and maintain opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour. They will also

be guided to develop a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. The promotion of pupils' spiritual, moral, social and cultural development is not only promoted throughout the curriculum subjects but also through our day-to-day school routines, CHILDREN values, assemblies, extra-curricular activities, our class and school rules, positive behaviour, attitudes and values.

The spiritual development of our pupils will be demonstrated through; their ability to be reflective about their own beliefs, religious or otherwise. This will inform their perspective on life and their interest in and respect for different people's feelings, values and faiths. We are all equal.

We aim to provide learning opportunities that will enable pupils to:

- sustain their self-esteem in their learning experiences;
- develop their capacity for critical and independent thought;
- experience moments of stillness and reflection; encourage Mindfulness
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life and support our school Church community at Castlechurch and The Life Church.

The moral development of our pupils will be demonstrated through; their ability to recognise the difference between right and wrong, and develop their readiness to apply this understanding in their own lives. Alongside, developing an understanding of the consequences of their behaviour. Demonstrating an interest in investigating, and offering reasoned views about moral and ethical issues; through the ability to accept, respect and appreciate others opinions and viewpoints.

The social development of our pupils will be demonstrated through; their use of a range of social skills in different contexts, including working with pupils from different religious, ethnic and socio-economic backgrounds. A willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Gain an interest in, and understanding of, the way communities and societies function. A clear acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with different faiths and beliefs.

The cultural development of our children will be demonstrated through; their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities and visits. Their understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. Their interest in exploring, understanding of, and respect for cultural diversity. The extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



## **The Learning Environment**

As PSHRE education perhaps more than any other subject, works within the real-life experiences of children, it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Follow the unit and lesson pathways
- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries.
- Using clear language that avoids misunderstandings, prejudice and assumptions about children abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children sensitively.
- Building on children knowledge and experiences.
- Ensuring that learning is vivid and real, developing understanding through enquiry, group/class discussion and problem-solving.
- Providing a range of opportunities for children to learn, practise and demonstrate skills, attitudes and knowledge.
- Allowing time for children to reflect and consolidate their learning.
- All children have a voice
- Having high expectations of children's achievement and behaviour.
- Providing differentiated learning opportunities for children with special educational needs.

## **Evidence of PSHRE Education Learning**

Our evidence of PSHRE will come in a wide variety of ways and will build up throughout topics, themes and over the individual child's school in life. Evidence may include follow up tasks, evidence, classroom displays, evaluations, assessment, pupil voice etc. Feedback and marking within PSHRE lessons are delivered in line with our policy. The children themselves, through discussion and we hope that pride runs at the heart of all our children. 'Evidence me' will be an assessment tool to trap evidence.

## **Promoting Positive Well-Being and Mental Health**

At Castlechurch, pupils will also learn how to build their confidence, independence and resilience so they can keep themselves mentally healthy. The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe and knowing how and when to ask for help if problems arise are included as part of our PSHRE curriculum. We have a range of assemblies, positive behaviour goals in Good to be Green and achievement focus' throughout the year. We enhance our teaching through national opportunities such as mental health week, Big ask and supporting national charity events. We strongly believe that a healthy body means a healthy mind' and, therefore, we promote and support children in understanding that good physical health contributes to good mental wellbeing, and vice versa. PE is a vital part of this and at Castlechurch we prioritise the PE curriculum.

We promote the development of healthy living by:

- Encouraging walking to school.
- Healthy school meals
- Offering a range of extra-curricular clubs
- Organising healthy mind and body enrichment days throughout the year

- Celebrating sporting success and taking part in events such as dance shows and cross country
- Celebrating active lifestyles through displays in school.
- Active lunchtimes.
- Forest School learning
- Choir
- Sports day, taking part in local competitions and events such as the race for life are important to Castlechurch.

### **Pastoral Support-**

As part of our pastoral programme, we will endeavour to identify and support those pupils who are more vulnerable. We offer support provided both internally and externally.

Interventions do not aim to solve all the pupils' difficulties. It will target the priority need at the time and we will utilise other services to help where and when necessary to build pupils self-esteem, resilience, increase inner calm, manage anger, improve understanding of emotions and encourage positivity.

### **Equal Opportunities and Entitlement for All**

The safety, welfare and well-being of all pupils and staff is a key priority at Castlechurch Primary School. We actively promote values of respect and equality and work to ensure difference, diversity and inclusion is celebrated across the whole school community; promoting respect and equality across all protected characteristics, including sexual orientation, gender identity and family diversity, as we prepare pupils for life in diverse 21st Century Britain. These values reflect those that will be expected of our pupils by society beyond in the world of study.

PSHRE education is a universal entitlement for all children and we expect all children to make the greatest possible progress. This means learning is made accessible to children of all abilities. Our PSHRE programme is inclusive and will consider the needs of all pupils and vulnerable groups. Resources are sensitive to the needs and backgrounds of the pupils and will not reflect gender or cultural stereotypes. We commit to challenging discrimination and aim to provide positive information about different groups of people, including LGBT people, that is non-stereotyping. The Pop and Olly education resource, is at the right level of understanding for Primary children and one we feel is appropriate. Class teachers are best placed to decide if it is appropriate to teach depending on the children.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This is in recognition of the further development of good practice in teaching and learning across the school to support all pupils' learning and the specific support provided for pupils who have difficulties with aspects of learning.

### **Roles and Responsibilities**

It is the responsibility of the **Headteacher** to:

- Ensure that both staff and parents/carers are informed about our PSHRE Education policy, and that the policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach PSHRE Education effectively, and handle any difficult issues sensitively.

- To monitor this policy on a regular basis, and report to Local Advisory Board members, when requested, on the effectiveness of this policy.
- To ensure all adults who work with our children are aware of the school policy and work within its framework.

Relationships Education is led by the **PSHRE Subject Leader**, who is a member of the Children First Learning Partnership and therefore a member of the PSHE Association and responsible for the following:

- To attend relevant courses and keep up to date with materials and guidance for PSHRE Education.
- To ensure that the agreed the progressive curriculum is being planned for and delivered across the school.
- To be confident that teachers are fully prepared to deliver the agreed schemes of work effectively to their year group and assess the children they are responsible for.
- To lead, organise or inform staff and Local Advisory Board of training and current issues within PSHRE Education
- To provide and maintain appropriate resources.
- To develop an action plan and set targets for change or development.
- To monitor and evaluate this policy in consultation with staff, pupils, parents and our Local Advisory Board members.

#### **The Role of the Class Teacher:**

- To follow and uphold this policy.
- To be responsible for ensuring that the pupils in his/her care are taught thoroughly and purposefully and that the best possible learning environment prevails, where pupils of all abilities can flourish.
- To be responsible for planning the delivery of the progressive curriculum via year group breakdowns and assessing the children in their year group.
- To report any concerns about pupils to the DSL.
- To ensure any visitors invited into school, to support or enhance our curriculum, deliver within our agreed school policy and programme.

#### **Assessment, Recording and Reporting**

Our progressive and coherent curriculum promotes the gaining of new knowledge and skills across each year group. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them and this will be evidence in a wide range of ways. Evidence me is a good recording tool.

In the EYFS, class teachers assess children's development and progress in PSED by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in the early learning goals) to make more formal judgements of children's progress and development in this prime area of learning.

In Key Stage 1 and 2 class teachers make use of ongoing observations to assess children's progress and well being. Teachers will build up evidence along-side building positive relationships and knowing them well. Teachers will include information on pupils' personal and social development within their personal comments on termly / annual reports.

## Resources

Resources, which support this area of the curriculum, will be up to date, relevant to our pupils and presented in ways that are consistent with the fundamental aims, values and teaching approaches of our PSHRE education. The Subject Leader should ensure resources to be used by visitors have been approved by the relevant organisations e.g. PSHE Association, Department for Education. In addition to existing resources, the school aims to review and update resources regularly.

## Parental and Community Involvement

We believe that a healthy partnership with parents and the community is essential. We often refer to school as 'our school family' We wish to build a positive partnership with parents and carers based on mutual understanding, trust and co-operation. Parents are regularly invited to join in events in school, including concerts, sports events and church or community events. Parents are regularly informed of events and developments on the school newsletters, on our school Twitter feed and via the school website. Working with parents is a vital part of our whole school approach to PSHRE. We inform parents and carers about our PSHRE education, policy and practice in school (which includes Relationships and Health Education) Where possible or necessary, we will involve outside agencies e.g. School Nurse, Police Liaison Officer, Local Fire Fighters, etc. We try in every way to develop and enhance all aspects of our curriculum.

## Confidentiality

As a school will ensure that:

- Staff, children and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality. Adults must not guarantee unconditional confidentiality.
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. Child Line, NSPCC.
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Should a child disclose, in or outside of lessons, the Headteacher (Designated Safeguarding Lead) or Assistant Headteacher (Deputy Designated Safeguarding Lead) will always be informed and will follow child protection procedures as appropriate. Further details are outlined in our Safeguarding policy of other Deputy Designated Safeguarding Leads in our school.

## Communication/Dissemination of this Policy

This policy document is published on our school website and a paper copy is available on request.

## Supporting Documents

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- Accessibility Plan
- Health, Safety and Wellbeing Policy
- Computing Policy
- E Safety Policy
- PE Policy
- RE Policy
- Marking and Feedback Policy
- SEND Policy
- Equal Opportunities Policy
- Safeguarding Policy including Child Protection

Review Date: This policy will be reviewed every two years or earlier if necessary.

Reviewed 08/05/22 by Mrs J Cranwell