



'I can do all things through him who strengthens me...'Philippians 4:13

PSHE Policy

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1. Policy Statement

We follow the non statutory guidance from the DfE, which advises:

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Relationship and Sex Education is covered in line with DfE statutory guidance as part of our PSHE curriculum.

2. Intent

At Rattlesden School, we work hard to help our pupils build the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We help children to understand and value how they and others fit into and contribute to the world. We have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE within a whole school approach.

3. Implementation

PSHE at our school is implemented using the PSHE Association programme of study as a whole school approach. This programme builder is structured around an overarching question for each term or half term. These begin in Key Stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes from the Programme of Study are fully covered and organised into three overall topics: Health and Wellbeing, Relationships and Living in the Wider World. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

4. Impact

The impact of following this programme will be that the standards of attainment across the school will meet or exceed those which are expected of our children nationally. Personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the

assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

5. Resources

PSHE resources are chosen and checked for being inclusive, promoting positive, healthy and unbiased messages, age appropriateness, promoting positive values, being accurate and being up to date.

Materials that cover sensitive areas such as puberty and sex education are made available to parents/carers to view before being used with the children.

6. Use of Visitors

PSHE is delivered predominantly by the pupils' class teacher. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside agencies may be invited to contribute to the delivery of PSHE in school. If this is the case, parents will be informed if they will be covering sensitive areas such as puberty and sex education.

We have a code of practice for using visitors to support the delivery of PSHE:

- All visitors will follow our safeguarding procedures;
- Visitors are invited into school because of the particular expertise or contribution they are able to make;
- All input to lessons is part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

7. Learning Environment

Ground rules will be established at the beginning of PSHE lessons in order to allow pupils to feel comfortable with asking and answering questions in a positive and supportive environment. Respect will be shown at all times.

If, for any reason, a teacher feels uncomfortable with delivering aspects of this curriculum, they are encouraged to discuss this with the head teacher and come to a suitable arrangement.

8. Monitoring of programme of study

The PSHE programme will be monitored and evaluated through:

- Questionnaires and pupil perception interviews

- Teacher assessments
- Pupils' self- assessment and evaluations
- Teacher feedback

9. Involving parents

Before children in year 5 or 6 embark on lessons involving puberty or sex education, parents/carers will be informed. In the case of sex education, they will also be made aware of their right to withdraw their child from those lessons. Parents do not have the right to withdraw their child from Science lessons where reproduction is covered. Those parents/carers wishing to exercise this right are asked to put this in writing and invited to discuss their decision and concerns and reflect on the impact withdrawal may have on the child with the head teacher.

10. SEND

We are committed to the provision of PSHE to **all** of our pupils, including those with SEND and understand that the provision may need to be adapted and/or differentiated to meet the needs of our SEND pupils, in line with the SEND code of practice.

11. Equality and Disability

In accordance with our equality and disability policy and in line with the equality act (2010) at Rattlesden Primary Academy, we teach our pupils to value and respect diversity and aim to advance equality of opportunity between those who share a protected characteristic and those who do not. We are committed to eliminate discrimination, harassment and victimisation. Our RSE programme is inclusive and acknowledges and accommodates the diversity within any group of people.

Although it is not appropriate to teach primary aged children about the physical aspect of same sex relationships, through exploration and explanation, we will teach the children about acceptance of differences, including LGBTQ+ and different family units, such as single parent or same sex parent families, in accordance with our equality and disability policy.

12. Safeguarding and Confidentiality

PSHE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns. In these cases the school's safeguarding children policy and practices must be followed.

As a general rule a child's confidentiality is maintained by the teacher or member of staff unless it is believed that the child is being harmed or at risk from being. In this case, they must talk to the named Senior Designated Lead for Safeguarding who will act according to the Safeguarding Policy and Keeping Children Safe in Education statutory guidance 2022

We ensure, through our PSHE and online safety curriculum, we teach children about how to keep themselves safe and what to do if they are worried or concerned.

13. Monitoring and review of policy

All teachers and governors will be able to access a copy of the policy, which will also be available on the school website.

The Governing Committee will monitor the PSHE policy on a 3 year cycle, unless changes come into effect. The committee reports its findings and recommendations to the Thedwastre Education Trust, as necessary, if the policy needs modification. The Governing Committee gives serious consideration to any comments from parents about the PSHE programme, and makes a record of all such comments.