



Broomfield School PSHE (Personal, Social, Health and Economic education) and RSE (Relationships and Sex education) policy

Intent

At Broomfield School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE links directly to our work as a Rights Respecting School; we teach all pupils about children's rights and how they can take positive action to protect the rights of others. This includes promoting equality and non-discrimination in all aspects of school life and teaching these values throughout our wider curriculum.

Under the new guidance issued by the DfE, by September 2020, Relationships and Health Education at primary school will be compulsory. We believe that the PSHE curriculum should also include Sex Education as part of a broader, planned PSHE curriculum. The Relationships and Sex Education elements of our PSHE curriculum are referred to as RSE.

The aims of PSHE and RSE at Broomfield are as follows:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to respect and value themselves and others
- Allow pupils to recognise and appreciate difference and diversity, and understand the importance of equality
- Teach pupils how to make informed choices relating to their wellbeing
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide an environment in which sensitive discussions can take place
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and human reproduction
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of diversity in sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools *must* cover from September 2020 (though not all they *should* cover as part of broader PSHE education).

Our PSHE curriculum, based on the PSHE Association Programme of Study for Key Stages 1 and 2, provides a comprehensive programme that integrates, but is not limited to, this statutory content. A broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

Implementation

Delivery of PSHE and RSE

The planned PSHE and RSE provision is a taught 'school subject'.

PSHE education should be taught in discrete lessons, supported by other learning opportunities across the curriculum, including the use of enhancement days where possible. RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum.

The governments present guidance on making RSE and Health Education statutory states, *"effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practice applying and embedding new knowledge so that it can be used skillfully and confidently in real life situations"*.

A number of other models can be used to supplement discrete lessons with dedicated curriculum time. These include the following:

- learning opportunities in other curriculum subjects (PSHE education provision integrated within other subjects but pupils being clear when they are being taught PSHE knowledge, skills and attitudes/values)
- whole school and extended timetable activities that enhance the taught curriculum time
- cross-curricular projects
- one-to-one or small group support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and wider community

At Broomfield, we have developed our PSHE scheme of work for Years 1-6 based on the PSHE Association Scheme of Work, updated February 2020. Our PSHE scheme follows a thematic model, where all pupils in Years 1-6 are working on a common, whole-school theme during each unit of work. This allows for whole school assemblies, displays and discussions to enhance the learning taking place.

Broomfield School PSHE Curriculum Overview

| | Autumn: Relationships | | | Spring: Living in the wider world | | | Summer: Health and Wellbeing | | |
|--------|--|---|--|---|---|---|---|--|--|
| | Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe |
| Year 1 | <p>Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p> <p>Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.</p> | <p>Article 16 You have the right to privacy.</p> | <p>Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p> | <p>Article 29 Your education should help you learn to live peacefully, protect the environment and respect other people.</p> | <p>Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> | <p>Article 26 You have the right to help from the government if you are poor or in need.</p> | <p>Article 31 You have the right to play and rest.</p> | <p>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p> | <p>Article 24 You have the right to safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well</p> |
| | Roles of different people; families; feeling cared for | Recognising privacy; staying safe; seeking permission | How behaviour affects others; being polite and respectful | What rules are; caring for others' needs; looking after the environment | Using the internet and digital devices; communicating online | Strengths and interests; jobs in the community | Keeping healthy; food and exercise; hygiene routines; sun safety | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online |
| | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. | Recognising things in common and differences; playing and working co-operatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information | What money is; needs and wants; looking after money | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year | Safety in different environments; risk and safety at home; emergencies |
| Year 2 | What makes a family; features of family life | Personal boundaries; safely responding to others; the impact of hurtful behaviour | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing information online | Different jobs and skills; job stereotypes; setting personal goals | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievements; managing and reframing setbacks | Risks and hazards; safety in the local environment and unfamiliar places |
| Year 3 | Positive friendships, including online | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; using and keeping money safe | Maintaining a balanced lifestyle; oral hygiene and dental care | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life |
| | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognising prejudice and discrimination | Protecting the environment; compassion towards others | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid and FGM |
| Year 4 | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations | Expressing opinions and respecting other points of view, including discussing topical issues | Valuing diversity; challenging discrimination and stereotypes | Evaluating media sources; sharing things online | Influences and attitudes to money; money and financial risks | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |
| Year 5 | | | | | | | | | |
| Year 6 | | | | | | | | | |

'Sticky Knowledge'

Our PSHE scheme is designed as a spiral curriculum where topics are revisited regularly as pupils move up the school. Each unit of work builds on previous learning so that the children's knowledge is developed over time. Therefore, teachers need to make recapping previous learning an integral part of each unit. The key concepts and knowledge we want the children to retain from each unit is referred to as 'sticky knowledge'. This term is used similarly in other curriculum areas.

Assessment

There are many reasons why it is important that learning in PSHE education is assessed.

These include the following:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

A MODEL FOR ASSESSMENT IN A LESSON OR SERIES OF LESSONS



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

At the end of each unit of work, the teacher will make an overall judgement as to whether each pupil has achieved the intended learning outcomes for that piece of work. These summative judgements will then be recorded on our Pupil Progress Tracker, in line with other curriculum areas.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils or groups where required.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are just as important as other curriculum areas.

Roles and responsibilities

The governing body will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the Sex Education aspects of the RSE curriculum.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw pupils from elements of the RSE curriculum

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will endeavor to do the following:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages and information.

We have committed to a retain parents' right to withdraw their child from the Sex Education aspects of the RSE curriculum. We define as Sex Education as the specific lessons taught in Year 6, which focus on human sexual reproduction. From September 2020, there is no right to withdraw from Relationships Education in primary schools, as the government has made it clear that the contents of these subjects - such as different families, healthy relationships and safety (including online safety) - are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from these lessons

Training

Staff are trained on the delivery of PSHE and RSE and it is included in our continuing professional development calendar. The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff if appropriate.

Impact

Monitoring arrangements

The impact of PSHE teaching and learning, including RSE, is monitored and evaluated by the PSHE subject leader and headteacher through lesson observations, learning walks, feedback from staff and children, and evaluation of recorded assessment data. Outcomes from the monitoring process will be used to evaluate our current provision and make improvements where appropriate.

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