

Castle Hill St Philip's CE Primary



PSHE & RSE

**(Personal, Social and Health Education
& Relationship and Sex Education)**

INTENT

At Castle Hill St. Philip's 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 the PSHE Association for RSE and Drugs/Alcohol Education. PSHE also flows through all other curriculum areas.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

AIMS AND OBJECTIVES

We believe that PSHE and RSE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We ensure that children experience the process of democracy through participation in class activities and the school council. We teach children about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE & RSE are to:

- 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 value themselves and others.
- Allow pupils to acknowledge and appreciate difference and diversity.
- Teach pupils how to make informed choices.
- Prepare pupils to be positive and active members of a democratic society.
- Teach pupils to understand what constitutes a safe and healthy lifestyle.
- Provide a framework in which sensitive discussions can take place.
- Promote safety in forming and maintaining relationships.
- 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 the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

ORGANISATION, CURRICULUM AND PLANNING

IMPLEMENTATION

At Castle Hill St. Philip's we have a clear and comprehensive scheme of work in line with the National Curriculum which is supplemented by the Jigsaw program.

We teach PSHE & RSE in a variety of ways. Sometimes we teach PSHE & RSE as a discrete subject but often we introduce topics through teaching in other subjects (such as Science or some aspects with our Religious Education lessons).

We use a range of teaching and learning styles to meet the PSHE & RSE requirements of the National Curriculum. We emphasise active learning with children taking part in discussions, investigations and problem-solving activities. We deliver the units of study through role play/drama, circle time, class and group discussion, paired work and the use of puppets. We encourage children to take part in a range of tasks that promote active citizenship, for example charity fundraising and taking part in school events. We organise classes in such a way that children are able to set agreed classroom rules of behaviour and resolve any conflicts. Some aspects of PSHE & SRE are supported by the use of school trips, residential visits, visiting speakers and outside agencies.

We use the Jigsaw programme throughout school to implement the social and emotional aspects of learning. This resource emphasises the six Christian values (one Christian Value each half term) and skills that help to promote positive behaviour and effective learning: self-awareness, managing feelings, motivation, empathy and social skills.

IMPACT

- Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.
- Children will achieve age related expectations across the wider curriculum.
- Children will become healthy and responsible members of society.
- Children will be on their journey preparing them for life and work in modern Britain.

ROLE OF THE PSHE AND RSE SUBJECT LEADER

The role of the PSHE and RSE Leader is to:-

- Be responsible for the development of PSHE in school as a discrete subject and as an aid for teaching and learning.
- Monitor the coverage of the PSHE and RSE curriculum through school- via pupil voice, lesson observations, and medium term planning scrutinies and tracking children's progress.
- Provide evaluations of monitoring to the senior leadership team and feedback to class teachers.
- Support teachers when needed with planning.
- Organise and provide staff training.
- Monitor and organise resources needed to effectively teach PSHE and RSE topics.

- Include parents in the consultation process in the development of recent RSE changes.

WORKING WITH PARENTS

Parents and carers have an especially important role to play in RSE at Castle Hill St. Philip's. They have been involved in the consultation process in the development of this policy and the school informs and works with parents in the following ways:

- Curriculum meetings for parents.
- Before RSE lessons in years 4, 5 & 6, a letter to parent/carers is sent out describing the RSE their children will be taught. In this way, parent/carers can be prepared to answer questions at home.
- Information on the school website.
- Whole school parent meeting to discuss the 'Keeping Our Self Safe' curriculum and the content.

INCLUSION

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 where required, and if appropriate.

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 as important to all pupils as their academic achievement.

EXTERNAL VISITORS

Some external agencies (Bikeability) may be working in the school. In which case their professional code of confidentiality must be shared with the school and any deviation from the school's policy must be agreed formally with the school.

ASSESSMENT AND RECORDING

We assess children using the outcomes expected for each PSHE & RSE unit of work. This involves assessing the pupils' knowledge and understanding as well as their skills and attitudes. Most assessment involves teachers making informal judgements through ongoing observations. We look at how children have performed in relation to the unit expectations and we assess them against the half term objectives.

RESOURCES

Most resources for PSHE and RSE are online and can be accessed via <https://www.jigsawpshe.com/primary-pshe-scheme-of-work-including-statutory-relationships-and-health-education/>

Some resources are also kept in the PSHE and SRE cupboard in Key Stage 2. The resources are grouped by topic and kept in labelled boxes for access and organisation, with the shelves also clearly labelled to keep the resources in the correct place. Class teachers ensure that all resources are replaced correctly and that children are shown how to handle, use and look after resources appropriately. The PSHE and RSE Subject Leader should be informed if any resources need replacing or if any additional equipment is required.

MONITORING AND EVALUATION

The teaching staff monitor their pupils' learning through observation, discussion, teacher assessment and marking work in the class scrap book. Teachers should evaluate the success of each lesson by using formative assessments to track the success of children achieving each objective.

The planning and teaching of PSHE and RSE is monitored by the PSHE and RSE Subject Leader through pupil voice, scrap book scrutinies, monitoring of planning and lesson observations. It is the responsibility of the PSHE and RSE Subject Leader to provide evaluations to the senior leadership team following monitoring activities.