



PSHE/RSE Policy

Mission Statement

- We will create a happy, secure and stimulating learning environment in which all children can grow in confidence, develop their full potential and where academic excellence can be achieved.
- We will provide a nurturing environment and value and recognise the uniqueness of every child.
- We will equip the children with the resilience and perseverance to become creative and independent thinkers and to become learners for life.
- We will provide engaging and varied learning activities across the full breadth of the National Curriculum and equip the children with a thorough understanding of the basic skills of English, Mathematics, Science and Computing.
- We will challenge the children's minds and bodies and give them a desire to learn and achieve.
- We will promote British Values and ensure the children become caring, tolerant and respectful citizens within the school and wider communities.
- We will prepare children well for the next steps in their lives by promoting self-discipline and the positive mindset which will allow them to aim high in all they do.
- We will ensure children know how to keep themselves safe when using technology.

RESPECT- RESILIENCE- RESPONSIBILITY

Our Values:

At Larkholme Primary School, we have 3 core values that underpin everything we do. The 3 core values are:

- Respect
- Responsibility
- Resilience

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Research:

The infographic is divided into five vertical panels, each with a title, an icon, and a list of bullet points. Below these panels is a pink bar labeled 'Implementation' and a red box labeled '6 Consistency is key' with a school building icon and three bullet points.

Know and understand your pupils and their influences	Teach learning behaviours alongside managing misbehaviour	Use classroom management strategies to support good classroom behaviour	Use simple approaches as part of your regular routine	Use targeted approaches to meet the needs of individuals in your school
<ul style="list-style-type: none">• Pupil behaviour has multiple influences, some of which teachers can manage directly• Understanding a pupil's context will inform effective responses to misbehaviour• Every pupil should have a supportive relationship with a member of school staff	<ul style="list-style-type: none">• Teaching learning behaviours will reduce the need to manage misbehaviour• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning• Teachers should encourage pupils to be self-reflective of their own behaviours	<ul style="list-style-type: none">• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time• Reward systems can be effective when part of a broader classroom management strategy	<ul style="list-style-type: none">• Some strategies that don't require complex pedagogical changes have been shown to be promising• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour• School leaders should ensure the school behaviour policy is clear and consistently applied	<ul style="list-style-type: none">• Universal behaviour systems are unlikely to meet the needs of all your students• For pupils with more challenging behaviour, the approach should be adapted to individual needs• Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6
Consistency is key

- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Our Rules:

- Ready
- Safe
- Respectful

Whole school vision statement:

Our vision is to ensure that every child, regardless of their starting point, can achieve their full potential. Through their time at Larkholme, we want our children to become confident and articulate individuals with a thirst for knowledge and a determination to succeed in all they do.

PSHE/RSE Intent

At Larkholme Primary School, personal, social and health education (PSHE/RSE) and relationships programme enables our children to become healthy, independent and responsible members of a society whilst ensuring the statutory requirements in Relationships Education and PHSE are covered. It aims to help children understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are 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. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of lifelong learning.

Aims

The aims of PSHE fall into 3 core themes: Health & Wellbeing, Relationships and Living in the Wider World.

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.

- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Statutory Health Education (2020)

The health education and relationships education aspects of PSHE education are now compulsory in all primary schools from September 2020. The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. During their time at primary school, children will engage in lessons focussed around the following areas:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic first aid
- Changing adolescent body

Statutory Relationships Education (2020)

The health education and relationships education aspects of PSHE education are now compulsory in all primary schools from September 2020. The focus in primary school is based on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. According to the Department of Education, *“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts,*

including online. This will sit alongside the essential understanding of how to be healthy.” By the end of primary school, children will cover these main areas:

- Families and people who care for me
- Caring friendships
- Respectful friendships
- Online relationships
- Being safe

Relationships and sex education (RSE)

We are required to teach relationships education (RSE) as part of our PSHE curriculum and current regulations and guidance from the Department for Education state that Relationship Education is compulsory in all primary schools, but Sex Education is not compulsory. However, the National Curriculum for Science is compulsory and includes subject content in related areas, such as the main external body parts, the human body as it grows (including puberty) and reproduction in some plants and animals. The Department for Education recommends that all primary schools should have a sex education program that is tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings. Linked to the National Curriculum for Science, pupils will learn about human life cycles and how a baby is conceived and born. Parent and carers may only remove their child from the non-statutory elements of RSE, and must discuss this with the Head Teacher.

Involving parents and carers

We are committed to working with parents and carers. We will communicate with parents and carers by informing them of any sensitive topics about to be taught through the PSHE curriculum and encourage discussion of these topics at home. We will communicate to parents about their right to withdraw their children from non-statutory parts of the PSHE curriculum, although it should be noted that relationships and sex education covers many elements of the compulsory Science curriculum.

Curriculum Provision - Implementation

PSHE/RSE and SMSC will be taught through discrete lessons as well as through cross curricular areas and extra-curricular activities. It is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE/RSE through and in other subjects/curriculum areas
- Specialised assemblies
- PSHE/RSE activities and school events
- Pastoral care and guidance
- Visiting speakers including the Police, Justice Service, School Nurse and RNLI.

As a school we use “1decision” - a PSHE education programme which supports the new statutory changes. The modules have been created to support Primary PSHE and SMSC development, cover statutory Health and RSE education, as well as personal safety, British values, the working world, feelings and emotions, online safety and media influences.

PSHE Association Subject Specialist, Sally Martin says:

“1decision can form an important part of a planned PSHE education programme across the primary phase, and will support planning of effective and engaging lessons for pupils. Pupils are encouraged to help characters make the right decision in a variety of situations and consolidate their learning through a variety of teaching activities. Video clips, pupil activity sheets, workbooks and interactive materials are provided for each module and clearly written teacher guidance supports high quality delivery”

This framework has been adapted by staff so that there is progression throughout the school and so that it also meets the needs of our pupils eg. through adapting content based on feedback from the Pupil Attitude questionnaire as well as from the Parent View questionnaire.

During Key Stage 1 children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They take part in Road Safety training and learn about hand hygiene and safe medicines. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During Key Stage 2 children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. Children in Key Stage 2 are elected by their peers to become part of the School Council and are encouraged to actively participate in discussions and decision making. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from Larkholme Primary School. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Strategies

A wide range of teaching and learning styles are evident in lessons and emphasis is placed on active learning. Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised in such a way that children are able to participate in an open friendly forum where agreed classroom rules of behaviour have been agreed.

Equal Opportunities

All children have the opportunity to take part in our PSHE programme. As PSHE has been planned to cover all areas recommended by the National Curriculum, then issues can be met and discussed which may otherwise not arise informally. It is intended that Larkholme's PSHE supports the personal and social development of children at home.

Assessment, Recording and Reporting

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this. All classes have a PSHE Floor Book and work may be recorded and saved using Blippit.

Links with other subjects and areas of learning:

PSHE/RSE and SMSC embed themselves in many of our other subject and extra-curricular areas. Such as:

PE – links will be made in terms of how to keep our bodies healthy by exercising regularly and maintaining a healthy diet. Mental health links will be explored in PE lessons, extra-curricular clubs and sporting competitions where teamwork, resilience and respect are all required.

Science – PSHE/RSE links will be made when learning about our bodies, anatomy, reproduction (KS2) and the effects of alcohol, drugs and tobacco on our bodies.

Music/art – SMSC links to these lessons as children learn to appreciate different artists and musicians. The different origins of music and art will also help children to develop an understanding appreciation of different cultures and heritages.

RE – SMSC links to RE as children learn to reflect on their own beliefs which will inform their own perspective on life. Through learning about other religions, children will show an interest and respect those with different faiths and beliefs.

History – SMSC and British Values links well to history lessons as children learn about the heritage of Britain. They will learn about the law, freedom of speech, democracy and how this has changed over time and influenced the society we live in today.

Geography – SMSC links will involve studying different countries, different values and cultures and how their lives are similar/different to life in Britain.

MFL – children gain a new insight into the language, music, art, food and history of a specific country.

ICT – pupils will learn about the importance of online safety and how to use the internet safely and respectfully. Children will look at the effects of mental health through the misuse of social media, such as cyber bullying, the consequences and how to deal with this.

