

Hanley St Luke's Church of England Academy

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PSHE AND RSE POLICY

Date adopted	September 2023
Date last reviewed	
Next review date	June 2025
Subject lead	Mrs E Wilson
Governor/Committee (where applicable)	For Statement of Principles Full Board

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.
- In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

PSHE AND RSE Curriculum Policy

PSHE is taught both discretely and through an embedded process at Hanley St Luke's depending on the age of the children and the topic being taught.

RSE is delivered through the Growing up with Yasmin and Tom program from FPA.

EYFS

Early Years follow the New Early Years Framework:

- Following daily rules and routines.
- Developing positive relationships.
- Developing self-confidence and self-awareness.
- Listening to the opinions of others.
- Actively engaging in conversations and responding appropriately.
- Developing empathy and respect towards others.
- Showing sensitivity to the feelings and needs of others.
- Answering 'how' and 'why' questions.
- Expressing feelings and emotions.
- Playing co-operatively.
- Understanding the importance of keeping healthy and safe.

Respecting similarities between those of all faiths and none.

From September 2023, children are taught through the Jigsaw programme as we trial it:

- Stories.
- Circle time.
- Discussion.
- Role Play.
- Modelling and Demonstrating.
- Songs.
- Picture News.
- Lessons.
- Continuous Provision.
- Worship.

KEY STAGES 1 AND 2

Across KS1 and KS2, the PSHE Association Programme Builders (Thematic Model) is followed.

Our PSHE programme endeavours to embed and promote the meaning of our vision statement through teaching the overarching core themes of:

Autumn Term:	Health and Well Being
Spring Term:	Relationships
Summer Term:	Living In The Wider World

PSHE OBJECTIVES THROUGH THE PROGRAMME OF STUDY KS1 TO KS2

1. To develop their own identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online) and within context of British Value of individual liberty.
2. To understand relationships (including different types and in different settings, including online.)
3. To understand what it means to be healthy (including physically, emotionally and socially) and how to develop a balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving.
4. To address risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world.
5. To accept diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010 and to the British Values of mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.)
6. To understand the meaning of rights (including the notion of universal human rights) responsibilities (including fairness and justice) and consent (in different contexts) making links with British Values of democracy and rule of law.
7. To appreciate and cope with change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.)
8. To appreciate power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes.) This links with British value of democracy.
9. To understand the needs and wants of using and keeping money safe; of attitudes to money and financial risks.
10. To consider how to build their own career (including enterprise, employability and economic understanding)

CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Because PSHE works within pupils' real life experiences, it is essential that:

- A safe learning environment is established.
- Clear ground rules are agreed.
- A confidentiality policy is understood by all present.

In PSHE, pupils may indicate that they are vulnerable or at risk. Clear links must always be made to safeguarding policies to ensure clarity about actions required.

SEND

All lessons are differentiated to enable all children in the room to learn. This can be done in a variety of ways including:

- Support from staff
- Paired work
- Group work
- Scaffolding
- Scribing

RELATIONSHIP AND SEX EDUCATION (RSE)

STATUTORY CURRICULUM REQUIREMENTS

It is a legal requirement to teach those aspects of RSE which are statutory parts of National Curriculum Science.

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.”

It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

Our Mission Statement commits us to the education of the whole child (academic, moral and spiritual) and we believe that RSE is an integral part of this education. We endeavour to raise pupils’ self-esteem, help them to grow in knowledge and understanding and to recognise the value of all persons and develop caring and sensitive attitudes. In the teaching of relationships, staff are mindful of different viewpoints surrounding these, including those of various faith groups and therefore teach respect and tolerance of different views, treating these issues sensitively as they arise and always in line with our Anti bullying policy which states:

All staff have a duty to challenge bullying (including Homophobic, Bi-phobic or Transphobic (HBT) bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school’s efforts to prevent bullying in the planning of their curriculum and in their day to day interactions with pupils.

It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a positive and age-appropriate Relationship and Sexual Education.

However, the latest DFE guidance, (February 2019) states:

In any school that provides SRE/RSE, parents have the right to withdraw their children from all or part of SRE (excluding learning about reproduction and human development within national curriculum science).

Before granting any such request, parents (and, as appropriate, the child) are invited into school to clarify the nature and purpose of the curriculum. This involves discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher. School documents this process to ensure a record is kept.

The DFE identifies three main elements to RSE:

- attitudes and values,
- personal and social skills and
- knowledge and understanding.

Since September 2020, we have adopted the ‘Growing up with Yasmine and Tom’ program (published by the FPA and endorsed by the PSHE Association) to deliver the RSE across Key stages 1 and 2. This high

quality resource ensures that staff and parents alike are aware of which elements parents can opt to withdraw their child from.

RSE OBJECTIVES:

To develop the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in others;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity (as and when it arises) and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of (though not exclusively) marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively and recognising the value of difference;
- cultivating humility and compassion; learning to forgive and be forgiven.

To develop self-esteem and confidence, demonstrating self-respect and empathy for others;

- building resilience and the ability to resist unwanted pressures,
- recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient and learning to recognise the appropriate stages in the development of relationships;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed and how physical love plays an essential role in life.

RECORDING AND MONITORING

Since September 2019, high quality workbooks which follow the children through school from Y1 to Y6 have been purchased.

Whilst much of PSHE is discussion based, 1-2 pieces of work per half term are recorded in some form (Posters, spider diagrams, lists, PicCollage in Classbook etc,) with at least 6 pieces being stored in the pupil workbook.

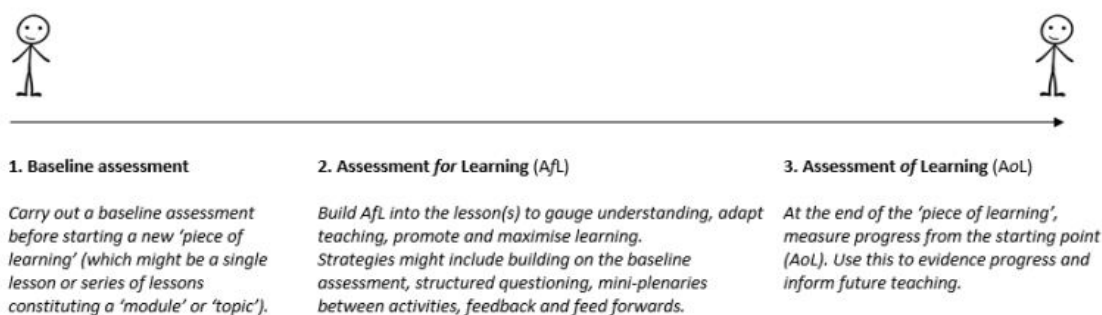
The teaching and assessing of PSHE is monitored and evaluated by the PSHE co-ordinator on a termly basis.

ASSESSMENT

Whilst PSHE is not a subject that can always be measured in grades, where appropriate staff use various methods to measure and ensure progress:

- Baseline to end of topic
- Mind map in two colours
- Quizzes
- Hands up etc.

Ipsative assessment is often the most meaningful method (comparing where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s)). As shown in the graphic below, the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus:



Monitoring and evaluation

The subject leader is responsible for the standard of the children's work and the delivery of the PSHE and RSE curriculum. Review of subject standards and teaching quality follow the standard school performance management procedures. The subject leader is also responsible for supporting colleagues in the teaching of PSHE and RSE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

The role of the Subject Leader

- The subject leader is responsible for producing a PSHE and RSE development plan and for the implementation of the PSHE and RSE policy across the school.
- To offer help and support to all members of staff (including teaching assistants) in their understanding of the subject.
- To maintain resources and advise staff on the use of materials, equipment and books.
- To monitor the children's PSHE and RSE work, looking at samples of different abilities.
- To manage the PSHE and RSE budget.
- To lead staff training on new initiatives.
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.
- To have enthusiasm for PSHE and RSE and encourage staff to share this enthusiasm.
- To keep parents and governors informed on the implementation of PSHE and RSE in the school.

This Policy will be reviewed in June 2025.

Signed: Mrs E Wilson

Date: September 2023