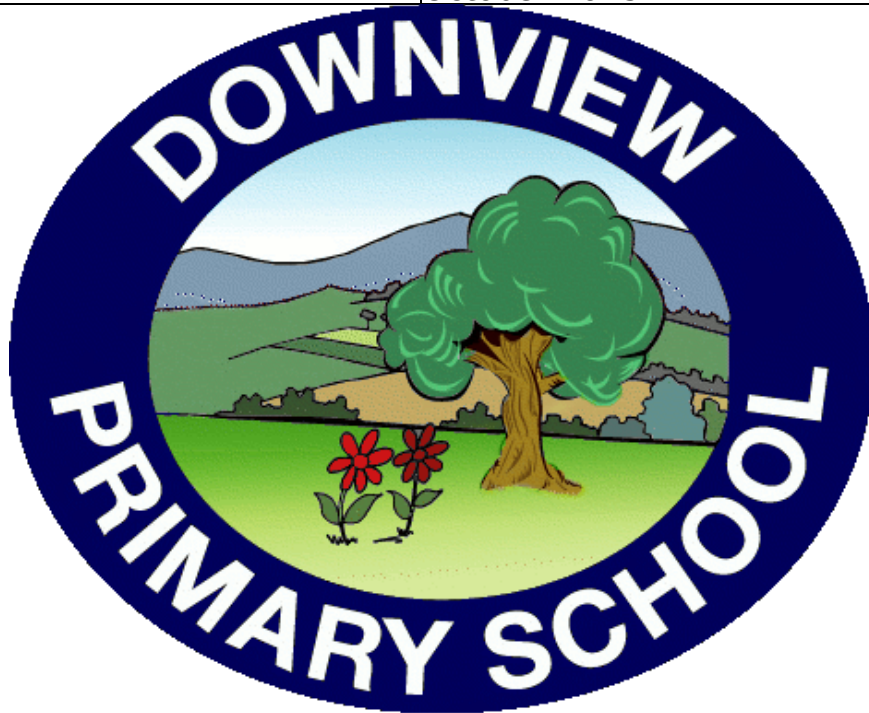


Lead member of staff	Head Teacher
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# PSHE and RSE Policy



# Downview School: PSHE and RSE Policy

## Introduction

At Downview Primary School teaching and learning is delivered via the Kapow scheme of learning. This provides robust curriculum coverage based upon statutory requirements for PSHE (Personal, Social, Health, Economic) and RSE (Relationship Sex Education). We develop skills and knowledge from Reception to Y6 in each of the key areas of learning:

- Families and Relationships
- Health and Wellbeing
- Safety and The Changing Body
- Citizenship
- Economic Wellbeing
- Identity (Y6 only)

## Aims

Our programme for PSHE and RSE aims to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

## Through PSHE and RSE we can also:

- Promote core values
- Consolidate Rights and responsibilities
- Support the understanding and management of behaviour

## Organisation of PSHE and RSE within the Curriculum

At Downview Primary school we follow the Kapow Primary PSHE and RSE scheme of work, to organise the curriculum to ensure high quality delivery of PSHE and RSE. This scheme provides full curriculum coverage, including all the statutory content, for each year group. We believe that the best practice approach is for PSHE and RSE to be covered as part of a wider programme of PSHE education including additional topics such as citizenship and economic wellbeing which also contribute to personal development. This will be delivered as follows:

- Lessons will be taught across the school weekly.
- Sensitive topics will always be taught by the class teacher.

- 'Clever Never Goes' ( *A new campaign that teaches children how to stay safe from abduction whether they are outside or online*)
- 'PANTS' (*The Underwear Rule campaign*)
- Focus days and visitors will enrich the curriculum.

## **Teaching & Learning - Strategies for the teaching of PSHE and RSE**

PSHE and RSE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using clear language to avoid misunderstandings.
- Using distancing techniques including de-personalised discussions and role play.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

## **The role of the PSHE and RSE co-ordinator is to:**

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing PSHE and RSE.
- Renew, update and oversee the audit of resources needed to deliver the curriculum
- Monitor and evaluate the learning and teaching of PSHE and RSE.
- Develop assessment and record keeping ensuring progression and continuity
- Keep abreast of developments in the teaching and learning of PSHE and RSE.

## **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Each half term, teachers will have identified whether pupils have met, exceeded, or are working towards the desired learning intentions for each of the key skills. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **SEN**

For children with SEND, accessible provision will be guaranteed by ensuring reasonable adjustments are made within lessons to remove individual barriers to learning. This may include, but is not limited to, additional resources and adult support. The pace and detail of topics will be considered to ensure learning is achievable and will work in conjunction with additional learning opportunities throughout the school day, as well as working alongside existing individual learning/care plans.

## **Equal Opportunities**

All pupils at Downview have equal access to the facilities available, regardless of gender or nationality. When working in groups the teacher ensures that children take turns and share the equipment fairly. Teachers also give pupils opportunities to work individually to complete tasks by themselves.

## **Resources**

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school

We may use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long- term plan will be shared with the visitor.

## **Health and Safety: Safeguarding**

PSHE and RSE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately. The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required. Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day. Children will be made aware of who they can talk to/where to go should they require support:

- Any staff member at school
- 'Thoughts box' in class
- Local agencies
- National agencies such as Childline

## **Monitoring and Evaluation**

The headteacher and subject leader will be responsible for monitoring and evaluating PSHE and RSE in line with other subjects as follows:

- Learning walks.
- Evidence of learning in folders.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

## **Right to withdraw from sex education**

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The Kapow Primary lessons that are deemed to be sex education are:

- Year 6: Safety and the changing body, Lesson 5: Conception
- Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- In advance the teacher will advise parents as to when the sex education sessions are going to be delivered in school.
- Parents/carers should contact the head teacher by email prior to the day of the lesson.
- Parents/carers will be contacted by a member of staff and will give an opportunity for the school and the parent/carer to discuss concerns, share content of the sessions and to outline the impact on the children of missing sex education lessons.
- Children who are withdrawn will spend the duration of the lesson in a different classroom covering another aspect of the curriculum independently.

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