

Thomas A Becket Junior School



PSHE (Personal, Social, Health Education) and RSHE (Relationships, Sex and Health Education) Policy

Intent

At Thomas A Becket Junior 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 Relationships, Sex Education and Health Education (RSHE). PSHE is intrinsically part of our 'TAB Way' ethos and also underpins the learning in all other curriculum areas.

Under guidance issued by the DfE, from September 2020, Relationships Education at primary school has been compulsory. We believe that, to be effective, RSHE should always be taught within a broader PSHE education programme. RSHE 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.

Rationale

At Thomas A Becket Junior School, we teach PSHE and RSHE as set out in this policy.

PSHE education is essential to our curriculum and its teachings are at the heart of the school ethos at Thomas A Becket Junior School. Our school provides a balanced and broad curriculum which promotes pupil wellbeing. We believe that the development of a child's personal, social and health education underpins all of the school's aims. The PSHE objectives underpin our curriculum and give our pupils the opportunity to consider what the knowledge and understanding in all lessons means to them. It helps them to develop the skills and strategies they need to apply this knowledge in their real lives, to make safe and informed decisions. In each and every subject, teachers are aware of the need to develop the children's personal and social skills through teamwork, creative thinking, enquiry, self-management etc. In addition to this, we believe it is important that every child understands what "being healthy" means and how to achieve that. The PSHE curriculum complements our 'TAB Way' vision with an emphasis on developing positive relationships within a range of communities.

The aims of PSHE and RSHE at Thomas A Becket Junior School 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 in a safe and open manner
- 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 personal care
- 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

The taught objectives for PSHE education for our pupils are split into 3 main themes:

1. Health and Well-being - Pupils will be taught: what is meant by a healthy lifestyle, how to maintain physical, mental and emotional health and well-being, how to manage risks to physical and emotional health and well-being, ways of keeping physically and emotionally safe, about managing change, such as puberty, transition and loss, how to make informed choices about health and well-being and to recognise sources of help with this, how to respond in an emergency, and to identify different influences on health and well-being.
2. Relationships - Pupils will be taught: how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts, how to recognise and manage emotions within a range of relationships, how to recognise risky or negative relationships including all forms of bullying and abuse, how to respond to risky or negative relationships and ask for help, how to respect equality and diversity in relationships.
3. Living in the Wider World - Pupils will be taught: about respect for self and others and the importance of responsible behaviours and actions, about rights and responsibilities as members of families, other groups and ultimately as citizens, about different groups and communities, to respect equality and to be a productive member of a diverse community, about the importance of respecting and protecting the environment, about where money comes from, keeping it safe and the importance of managing it effectively, how money plays an important part in people's lives, a basic understanding of enterprise.

Other aspects of PSHE at Thomas A Becket Junior School include:

Discussions linked to the TAB Way ethos:

What a relationship is, what friendship is, what family means and who can support them.

Learning how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, including internet safety.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school.

We understand that active engagement in learning, rather than passive receipt of information, is most effective in teaching PSHE education. Pupils need opportunities to clarify their values and beliefs and practice and develop enquiry and interpersonal skills. Pupils need a comprehensive, balanced and relevant

body of information to inform their present and future risk assessment, decision-making and management. The role of the teacher in PSHE education is frequently as a facilitator of learning. Where possible, when we discuss new areas in the PSHE curriculum, we will start by enabling pupils to share their prior knowledge. We will help pupils to make connections between their learning and future real life experiences, encouraging them to make positive, healthy lifestyle choices.

The skill of critical reflection is at the heart of assessment for learning in PSHE. We might use circle time and other discursive activities as a vehicle to address the current needs and issues amongst our pupils. We encourage, where possible, a wide range of outside visitors and agencies are welcomed into school to reinforce teaching and learning in the classroom e.g. Police, Fire Service, School Nurse, charity organisers, those with disabilities etc. Additional provision includes: a leadership programme for pupils across the school, including play leaders, community leaders, school council etc. We create a safe and supportive learning environment by establishing the TAB Way values and rules in every classroom and specialist room of the school which enable opportunities to learn and develop effectively. We will ensure that where pupils indicate that they may be vulnerable or at risk, they will get appropriate support.

Teaching takes into account the ability, age, readiness and cultural backgrounds of our pupils. 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. Those with English as an additional language can access PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others. We will ensure sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.)

We will reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers. In a school wide context we will develop the practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, we will assist pupils with developing personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

The learning objectives for each theme underpin the curriculum for each year group. In addition, there are 'Zones of Regulation' plans and assemblies to support the social and emotional aspects of learning.

Zones of Regulation

At Thomas A Becket Junior School we are committed to help the children to learn about, recognise and understand their emotions and begin to find strategies to regulate those emotions themselves. This is based on the 'Zones Of Regulation' by Leah M. Kuypers. Every class has lessons that encourage the children to talk about the various 'zones' they find themselves in throughout the day and strategies they can use to move into a 'zone' that promotes learning or encourages them to have a positive playtime.

We want the children to understand that everyone encounters different emotions but it is the situation they find themselves in that can cause difficulty, not the emotion itself. To help the children we begin by discussing different feelings so that the children learn to recognise them. We assist the children to create their own unique 'toolbox' containing strategies that work for them and that they can use to regulate their

emotions which will help them to get back to the appropriate zone to be able to continue to access the learning they need to do.

We encourage parents to use the 'zones' language at home to help the children develop strategies for home use too.

Information about 'Zones of Regulation' for parents is detailed on the website and included in any parent meetings across the year.

RSHE

Statutory requirements

The DfE introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education for secondary pupils from September 2020. Also, from September 2020 it became compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them through adolescence, into adult life, and to make a positive contribution to society.

Policy development

The statutory RSHE part of this policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – school staff were given the opportunity to read the policy and make recommendations.
3. Pupil consultation – we investigated what exactly pupils want from their RSHE lessons via a pupil discussion with the PSHE subject leader.
4. Parent/carer consultation – parents/carers were given the opportunity to discuss our RSHE provision and share their thoughts
5. Ratification – the policy was shared with and reviewed by our governing body.

Staff from both TAB infant and junior schools collaborated on the creation of the RSHE curriculum starting in their reception year and finishing at the end of year 6. Both school websites reflect the planning and progression across both schools.

Definition

RSHE is taught within the Personal, Social and Health (PSHE) education curriculum (see PSHE curriculum grids below). However, some biological aspects of sex education are taught within the science curriculum.

At Thomas A Becket Junior School, we have committed to continue to teach age-appropriate sex education alongside relationships and health education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996. Our RSHE sessions are designed to be taught inclusively with only the need for discrete boy/ girl sessions for some aspects.

RSHE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes, emotions and values and builds their self-esteem and confidence. RSHE is not about the promotion of sexual activity.

RSHE also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

We will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.

We will focus on boundaries and privacy, ensuring young people understand that they have rights over their own bodies, including understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important that we balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Roles and responsibilities

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

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

Staff

Staff are responsible for:

- Delivering PSHE and RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of PSHE and RSHE.
- Staff do not have the right to opt out of teaching PSHE or RSHE. Those who have concerns about teaching RSHE are encouraged to discuss this with the head teacher.

Pupils

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

Parents' right to withdraw

The school is 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 and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- Make available online, via the school's website, this PSHE and RSHE Policy
- Answer any questions that parents/carers may have about the PSHE/RSHE education of their child
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for PSHE/RSHE in the school
- Inform parents/carers about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents/carers give to their children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We have committed to retain a parents/carers' **right to withdraw** their child from sex education within RSHE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent/carer wishes their child to be withdrawn from the sex education elements of RSHE, they should discuss this with the PSHE leads and/or the year leader, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents/carers should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not always possible to withdraw pupils from these relatively limited and often unplanned discussions.

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

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

Monitoring arrangements

The delivery of PSHE and RSHE is monitored by the PSHE subject leads through: drop ins, learning walks, gathering feedback from book looks and staff and pupils.

The PSHE subject leads will continue to work with the PSHE leads at Thomas A Becket Infant School to ensure a 'one journey' approach of the provision for PSHE and RSHE from Reception to Year 6.

This policy will be reviewed every two years.

PSHE and RSHE Curriculum Overview |

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	TAB Way Week Zones of Regulation	Understanding relationships Anti-bullying: what is bullying? Family life	Setting goals Fairtrade: How it works. Emergency situations	Zones of Regulation Considering future careers Healthy living	Zones of Regulation Who am I? Rights and responsibilities	Keeping safe Change and loss.
Year 4	TAB Way Week Zones of Regulation	Anti-bullying: building positive friendships and including others. Dental health	Zones of Regulation Fairtrade: living income Online safety	Friendships Money	Zones of Regulation Family relationships	Enterprise The environment Growing up
Year 5	TAB Way Week Zones of Regulation	Looking after ourselves Anti-bullying: confidentiality and seeking permission	Zones of Regulation Diversity Fairtrade: climate change	Diversity Individuality	Zones of Regulation Valuing communities	Healthy habits and safe choices.
Year 6	TAB Way Week Zones of Regulation	Anti-bullying: peer pressure Celebrating difference Setting goals	Zones of Regulation Fairtrade: the impact of a globalised world. Being responsible citizens - keeping safe in the world.	Being responsible citizens - recognising and challenging stereotypes.	Zones of Regulation Healthy relationships (attraction, grooming, power and control).	How babies are created Puberty