



Lindale C of E Primary School: PSHE (Personal, Social, Health Economic) and RSE (Relationships and Sex Education) Policy

Date of policy: Summer 2021

Review date: Annually, or as required.

At Lindale CE Primary School, we believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who are able to make a positive contribution to their community. At Lindale, our PSHE curriculum is strongly integrated into all aspects of school life and the curriculum. The school is responsive to issues that are raised by the children and prepare the children for life in Modern Britain. It is linked to developing fitness and healthy life-styles, our school and British values, our religious education programme and sex and relationships education. Other subjects such as English and history raise issues that overlap into PSHE and staff use these opportunities to further enhance children's social, spiritual, moral and cultural development.

1. How this Policy was developed

This policy was written by Kim Curwen. We have listened and responded to all views from staff and the governing body to help strengthen the policy, ensuring that it meets the needs of all of our pupils.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. Health Education is also statutory in all schools.

At Lindale C of E Primary School, we acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education (including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE) provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

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Our PSHE provision supports our aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. Lindale School has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

4. How PSHE education, including Relationships Education, is provided, what is being taught and who is responsible for this

At Lindale CE Primary School, we use Heartsmart: a dynamic curriculum that builds resilience, school climate and healthy relationships. It fully delivers all of the requirements for Relationship and Health Education as outlined in the DfE's statutory guidance. The work we do with HeartSmart helps to foster pupil well-being and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society.

Our mixed age classes have developed a rota of the Heartsmart units to ensure that all areas are covered. The units we follow are:

- Be HeartSmart!
- Don't forget to let love in!
- Too much selfie isn't healthy!
- Don't rub it in, rub it out!
- Fake is a mistake!
- 'No way through' isn't true!

Our PSHE subject lead, Kim Curwen, works in conjunction with all teaching staff and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within Heartsmart. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.



In addition to Heartsmart, year 2 complete Kidsafe sessions where they are taught in an age-appropriate way how to keep themselves safe and how to speak out about issues.

In year 5 and 6, our children receive additional sex education delivered by the school nurse. This covers growing and changing (puberty) and then how babies are made/born. The children receive this twice: once in year 5 and again in year 6, when they may have more questions and are able to understand at a deeper level.

5. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher each week in their timetabled lesson, throughout the whole year in their usual classes using a range of interactive teaching methods, e.g. activity sheets, films, songs, online resources and games, and drama techniques.

Kidsafe sessions are taught in blocks of 6 every year by a trained member of staff.

Year 5 and 6 sex education is taught by the school nurse over a morning each year.

Occasionally, some children are identified as needing additional support with personal and social skills. In these cases, weekly interventions are run using the Talkabout scheme.

6. How PSHE education is monitored, evaluated and assessed

Ongoing assessment

Staff assess each child's ongoing assessment as part of monitoring, feedback and observation within each lesson. This may be evidenced through discussion, questioning of independent activities.

Heartsmart unit self-assessments

At the end of each Heartsmart unit, the children complete a self-assessment of their learning and understanding of the taught material. This helps to inform teachers when monitoring progress and identifying key areas for development.

Heartsmart Progression Grid

Teachers use the Heartsmart progression grid to assess progress through the themes across year groups.

7. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils 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, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE

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education programme. Work in PSHE takes into account the targets set for individual children in their Individual Pupil Plans (IPPs). Additional needs identified through IPPS may be addressed through additional Talkabout sessions.

Heartsmart lesson plans are flexible and allow for teachers and teaching assistants, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure that all children will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that a percentage of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education helps create a safe environment for all pupils and staff and all questions will be answered truthfully and addressed appropriately as they arise. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

8. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being

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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 (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use, either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through letters home prior to Sex Education aspects of this curriculum. It is also valuable for a child's development to learn about their own family's values in regards to relationships and sex alongside the information they receive at school.

9. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead/Head Teacher Mrs Kim Curwen.

This policy should be read in conjunction with the following:

- School's own Child Protection policy (inc. responding to disclosures);
- School's own Anti-bullying policy;
- School's own Equality, diversity and inclusion policy;
- DfE 'Keeping children safe in education'