



WEST RISE

WEST RISE JUNIOR SCHOOL

POLICY: Personal, Social, Health and Economic (PSHE) & Relationships and Sex Education Policy
In class this will be referred to and known as SPHERE.

Original Date of Policy: September 2018.

Ratified by Governors: September 2021

Signed:

Review Date: September 2022

At West Rise Junior School we inspire and empower independent and creative learners, who will continue to enrich their lives and those of others within a culture of high achievement and mutual respect.

At West Rise Junior School we aim to identify and support all pupils following guidance laid out in the East Sussex and West Rise Junior Dyslexia Policy.

West Rise Junior School is a Rights Respecting School and puts the articles of the UNICEF Children's Rights Charter at the heart of all school policy. This policy reflects that as a school we recognise that all children have the right to be safe, be educated and learn, be treated fairly, be listened to, a healthy lifestyle, extra support if they need it and a right to join in cultural and artistic activities.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society." -Secretary of State, 2019

The PSHE & RSE policy has close links to the following:

- Drugs, Alcohol, Tobacco Education
- SMSC Policy
- Safeguarding Policy
- Friendship and Anti-bullying Policy
- Child Protection Policy
- Race Equality Policy
- Online Safety Policy

PURPOSE OF THE POLICY

For people unfamiliar with the school, this policy outlines the importance of Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) at West Rise Junior School. For those working in the school it offers a clear framework for teaching, protocols to follow, and a 'tool' that helps to shape decision-making. The policy will be available to parents and carers through our website.

This policy has been written to ensure we are meeting the requirements of the Education Act 2002 that all schools must provide a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. The duty came into effect in September 2007. Schools also have wider responsibilities under the Equalities Act 2010 to ensure that their school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. This means that PSHE & RSE education must be sensitive to the different needs of individual pupils.

AIMS

The aim of PSHE & RSE at West Rise Junior School is promote respect and equality, and prepare pupils for life in diverse 21st century Britain and the wider world. Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives. RSE plays an important part in fulfilling the statutory duties all schools have to meet. RSE helps students understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Schools have responsibilities for safeguarding and a legal duty to promote student wellbeing and keep children safe and healthy, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing. Sex and Relationships Education (SRE) is an important part of the PSHE Education (DfE, 2014) and (Equality Act, 2010).

As part of our school's vision to promote a safe, caring school where we work together to achieve our best we are working towards recognition as a "Rights Respecting School". Our PSHE & RSE policy is underpinned by this and seeks to ensure that all children know they have the right to be safe, be educated and learn, be treated fairly, be listened to, a healthy lifestyle, extra support if they need it and a right to join in cultural and artistic activities and that with these rights come the responsibilities to be hardworking, listen to each other, be honest, be kind and gentle to each other, be brave and not give up, look after property and be respectful to each other. In achieving

this, the PSHE & RSE policy is part of a suite of policies that include safeguarding/child protection, equality and behaviour (including friendship and anti-bullying).

British Values

PSHE & RSE education is used as a vehicle to address diversity issues and to ensure equality for all, promote the needs and interests of all pupils, irrespective of gender, culture, ability and promote British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

(Equality Act 2010)

PLANNING AND PROGRESSION

To reflect and meet national and locally identified needs, we have developed a PSHE & RSE programme that draws from the PSHE Association Scheme of Work (see Appendix 1 for PSHE Long Term) In addition to the PSHE Association, Educator Solutions programme and other resources such as Twinkl, FPA, Jigsaw, have been sourced to ensure that all the PSHE & RSE curriculum is valuable and up-to-date), alongside this This Long Term Plan is reviewed annually and resources are checked annually.

A medium term plan has been developed and shared with all teachers providing them with lesson plans for all PSHE & RSE lessons. These plans provide teachers with learning outcomes, and suggested over-arching key questions, input, activities and resources as well as an assessment tool. From this medium term plan the class teacher adapts the plan to create a short-term plans to reflect the needs of their class (differentiation). The PSHE co-ordinator reviews these plans on a termly basis.

PSHE & RSE is timetabled for one session a week although other PSHE & RSE lessons may need to have additional time. Within a 6 week term it is assumed that four lessons will be used for PSHE & RSE, one lesson for 'character traits' and one lesson for 'Philosophy':

PSHE & RSE

PSHE and RSE education at West Rise is taught through a 'spiral programme'. This simply means organising learning into a series of recurring themes, each lasting a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE & RSE education becoming a string of 'topics' or disconnected 'issues'. The 3 main themes that form the basis of our scheme of work are:

- Living in the Wider World
- Relationships
- Health and Wellbeing

Character Traits

From 2017/18 SEAL (social and emotional aspects of learning) has been replaced with a new character traits programme. Built on emerging research around positive psychology, the six character traits that are promoted at West Rise Junior School are: Perseverance/Resilience, Love of Learning, Gratitude, Teamwork, Respect and Kindness; Forgiveness was replaced by Respect 2020. Each term a trait will be taught across the whole school during PSHE lessons and will be supported in school assemblies and throughout the range of additional projects and activities taking place across the school e.g. Forest School and PE lessons. Character Traits is also taught using a good quality text as a basis child led research and then on a 'spiral programme' across the school, with each year group doing the same trait in the same term, with the level of learning deepening in each year group. Promoting character traits will help our children to become better learners, get on better with other people and be responsible citizens.

Philosophy

Philosophy lessons have been introduced to help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. Philosophy also helps to improve pupil's communication skills, oracy, respect other's opinions, self confidence and concentration and helps pupils learn to self-manage their feelings/impulsivity more appropriately through a process of enquiry based learning. All year groups have been provided with resources to ensure that resources are age appropriate and that the level of demand increases as the child progresses through the school.

DELIVERY OF PSHE & RSE

Whilst many Philosophy lessons will be delivered via circle time with accompanying resources (where appropriate), the full PSHE & RSE programme will be taught through a range of teaching methods. In line with all teaching at West Rise, a wide variety of activities are used to ensure effective teaching of PSHE. Where appropriate, PSHE & RSE is taught as part of cross-curricular learning. Lessons are taught in a safe environment with an effective practice using Rights and Responsibilities to inform the ground rules. PSHE & RSE lessons are taught by the class teacher; at times this may change due to staffing issues such as absence when a qualified teacher will be available, but the lesson content will be monitored by the class teacher. RSE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes.

Some knowledge about children's prior learning is needed for classroom activities and all termly topics will begin with a prior knowledge assessment; each topic will end with assessment to inform future lessons. Topics will be assessed using a variety of techniques including:

- Group / class mind-mapping
- Responding to / interpreting and incident / scenarios
- photographs / pictures/films/videos to stimulate discussion e.g. Boy in the Dress (David Walliams).
- pupil-to-pupil interviews
- a 'round' where all children contribute something they know about the area / topic
- 'draw and write' activities
- Stories - in assembly and class time e.g. Big Book of Families, Tango Makes Three, The Tear thief, Willie the Wimp etc
- There is a comprehensive list of books that are used in PSHE & RSE to view

Group work can be a very effective method of delivering PSHE & RSE but it is necessary to carefully plan groups for some activities, considering the emotional and social requirements for the work. Activities for group work may include:

- role-play - a useful medium for children to explore their own feelings and reactions to situations.
- drama
- Photographs / cameras - used by children to discuss / develop empathy (own or published materials can be used).
- Games - especially to develop trust and cooperation
- Stories (recently updated by HS)

When undertaking any form of class or group PSHE & RSE based work, it is essential that teachers establish a safe and supportive learning environment including 'ground rules' for all necessary activities. Some examples using our School Rights and Responsibilities would be:

- We have the Right to be listened to
- We have the Right to be treated fairly
- We have the responsibility to listen
- We have the responsibility be respectful to each other
- We have the responsibility kind and gentle to each other

In addition to this, teachers can use other resources to link to the Rights and Responsibilities of the school to help with the ground rules of each lesson.

At times teacher's will do extra PSHE & RSE and circle time lessons if the need arises e.g. an issue has arisen within the class or school or with a particular child that needs addressing.

Visitors and outside organisations also form an important part of PSHE & RSE delivery and we are working towards following the East Sussex Visitor Guidelines.

For example people who help us; fire and water safety, and first aid training and careers.

Research shows that attempts to scare young people into making a healthy choice rarely work, and can seriously 'backfire' - it may inadvertently create excitement, curiosity or even status among pupils who accept the risk. This does not mean the true consequences of the lifestyle choice should not be made clear, but balance is important. Pupils frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out'. It is important that they are reassured that, in reality, the majority of young people make positive, healthy lifestyle choices.

Managing sensitive class discussions

Occasionally teachers may find that managing a whole class discussion is a useful stage in the teaching of a particular topic. Whole class discussions can be a useful way to model listening respectfully to the views of others.

Distancing techniques

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussion, for example, using a case study to illustrate an issue. Pupils can then talk about a fictional character in the case study without having to share personal information. Teachers should manage and lead discussions attentively. If the discussion is at risk of straying, the need to be prepared to redirect it back to intended topics. It is generally not helpful to ask pupils to lead or chair discussions on sensitive topics as there can be a greater risk of going off-topic. Some questions may relate to sex education which the school may not be teaching, or not yet. These should generally not be answered in front of the whole class. Strategies to handle such questioning could include offering a word outside the lesson, referring to another more senior member of staff or offering a simple 'holding' answer and mentioning the question to parents and carers at the end of the day.

Assemblies

To support the delivery of learning on character traits, the themes of the term are taught within a class based assembly or circle time will be matched to the character trait of that term and supported by a good quality text.

Confidentiality and sensitive / controversial issues

PSHE and RSE education works within pupils' real life experiences, as such it is essential to establish a safe learning environment. At West Rise Junior we seek to create a safe and supportive learning environment by establishing clear 'ground rules' with an emphasis on confidentiality.

West Rise Junior School is committed to act in the best interest of all the individuals within the school community. All staff and children need to be clear about the rules of confidentiality (see Safeguarding and other related policies for extra information). The school is not in a position to offer individuals wholly unconditional confidentiality, indeed there may be situations in which confidentiality would not

serve the individuals best interest. If in any classroom discussion pupil disclose information that would alert staff to child protection issues, then the usual procedures must be followed. All staff and pupils must be clear when child protection procedures should be implemented.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support, including specialist support with our Wellbeing Lead, Mrs Val Lumby or Nikki Beard ELSA or Laura Warren SENCo).

PSHE & RSE covers a number of sensitive and controversial issues attached to living in Britain in the 21st century. (DfE, Relationships and sex education (RSE) and health education, September 2020). Over the course of Key Stage 2, children will explore issues including:

- physical/verbal abuse/bullying (see separate Friendship and Anti-bullying Policy),
- discrimination (racism, sexism, homophobia, transphobia),
- acceptable and unacceptable physical contact,
- Children's Rights,
- puberty and body changes (Relationships Education)
- body image and stereotypes
- different types of relationships (heterosexual and homosexual etc)
- different types of family structures,
- drugs and alcohol (see Drugs and alcohol policy)
- unemployment,
- financial issues,
- careers and future aspirations
- law and order
- 'fake news'
- Keeping healthy
- British Values and extremism
- Transitions
- Keeping safe (water, fire, online ,knife crime)

The statutory guidance for RSE and Health Education came into effect in all schools from 2020. It is compulsory for schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all students of primary age. e.g. biological

aspects of puberty and sexual reproduction, (Education Act 1996, National Curriculum 2014) Parents and carers wishing to withdraw from aspects of sex education other than those taught under the Science curriculum, must ask in writing to the head teacher. Parents and carers wishing to withdraw are offered time to have a discussion with the head teacher and the PSHE Co-ordinator who will explore and concerns and discuss the impact of withdrawal on the child , such as gossip in the playground, incorrect information and confusion. Parents and carers will be provided with 'a purposeful and appropriate education' during that time of withdrawal. Materials are available for parents and carers are available if the wish to deliver RSE to their child at home with agreement with the head teacher. All parents and careers will be provided with a 'top tips for talking to your child' at the beginning of the year along with the topics that will be covered during the year.

Adults will address each topic considerately, with age appropriate resources e.g. different types of relationships with the book 'Tango Makes Three' by Justin Richardson; discrimination and transphobia with 'Boy in the Dress' by David Walliams and 10,000 Dresses by Marcus Ewert. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support. There is a comprehensive list of books that are used to support the children and their PSHE lessons; both fiction and non-fiction.

Parental and Community Involvement

Parents are invited to join in events in school, and workshops on relevant themes such as Anti-bullying, policy development and relationships education. We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

Working with parents is a vital part of the whole school approach to PSHE and RSE. The long term PSHE & RSE plan is available for parents to view on the school website. Before any work on relationship education parents will be invited in to view the resources the teacher will be using and ask any questions about what their child will be learning.

We involve outside agencies e.g. NHS East Sussex School Health, School Police liaison officer etc. as much as possible to deliver aspects of the curriculum (East Sussex Visitor Guidance). This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE & RSE curriculum for our children.

DIFFERENTIATION

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE & RSE education provision.

It is important that all children have access to a quality PSHE & RSE education regardless of their ability. For children on the SEN register they will need to have their work differentiated in order for them to access the work. This may include:

- Mixed ability talk partner work
- Use of Communicate In Print, images, closed sentence or other resources
- Different methods of recording their work - through diagrams, photographs, mind maps, bullet points etc and use of ICT.

Provision for PSHE & RSE is in line with all school policies. All children have equal access to the PSHE & RSE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

RESOURCES & BOOKS

Any of the resources listed in the Medium Term PSHE plan, and philosophy and character traits resources can be found in the box in PSHE lead's cupboard marked 'PSHE resources'. Books are found on the PSHE & RSE shelves in the Library and are all colour coded. There is a sign in sign out sheet with information about each book. The resources are the responsibility of the coordinator and are monitored annually teachers can ask for anything extra. All governors are regularly updated on PSHE and RSE resources.

ASSESSMENT

Whilst there are no statutory requirements for end of key stage teacher assessment in PSHE, RSE and Citizenship at Key Stage 2, at West Rise Juniors we do follow a skills based curriculum and want to ensure as much progression in PSHE & RSE as in other foundation subjects.

In acknowledgement of the SMSC Ofsted framework, as well as the behaviour and Safety sections, we rely on PSHE & RSE assessment as a tool for tracking these areas. We use the West Rise Skills Excel spreadsheets to assess age related skills in the subject. It is the responsibility of each class teacher to complete the PSHE & RSE assessment at regular points during the year and at the beginning and end of each topic. The skills are there for every child in the school and have been developed from the PSHE Association Scheme of Work to ensure progression as the child moves through the school. The co-ordinator will monitor the skills annually. If a child has a period of absence and has missed any statutory RSE lessons the class teacher is responsible for ensuring the child receives the missed lesson/s in a safe environment (e.g. with other children in the same class or year group).

To assist with assessment of PSHE, each child will have individual PSHE books to provide teachers with evidence to support any formative and summative assessment of individuals.

Monitoring and Evaluation

The co-ordinator is responsible for the monitoring of books, evidence of work, pupil voice and data recorded on the assessment spreadsheets. (Currently on excel).

Planning will be monitored by the PSHE coordinator on an alternate termly basis; alternate terms to fit in with assessments. The books will be monitored by the PSHE co-ordinator and Head teacher and other members of SMT. The PSHE co-ordinator will undertake lesson observations and "walk rounds" as well as a yearly pupil voice or when or if it is required.

When budget allows, staff will attend courses etc. to keep up-to-date with developments in PSHE & RSE teaching, however, the PSHE co-ordinator will ensure that all staff are up-to-date with new policies, and developments and resources. The PSHE coordinator will pass on

to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate. At present, the PSHE co-ordinator is the PSHE Hub Lead for Eastbourne and Hailsham and these roles will be mutually beneficially to the school as well as the Hub.

Last Staff Training on PSHE: Term 6 2016/17

Last lead governor training on PSHE: Term 6 2016/17

Lead Governor Training (AS & HS March 2020)

New Governor appointed in March 2021 (C C)

Staff training Term 6 July 2021

The policy will be reviewed annually.

HS

June 2021

PSHE overview 2021 - 2022 NB: Assumed each term is 6 weeks. 5 weeks PSHE & RSE, 1 1 week Character skills (covered in class and whole school assembly time), 1 week Philosophy

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Character Trait	Perseverance Waga waga	Gratitude Tupi	Respect Akha	Kindness Zulu	Teamwork Cherokee	Love of Learning Iceni

Year 3	Aiming High Raising Aspirations <i>Self esteem</i> <i>My feelings</i>	TEAM co-operation and Rights and Responsibilities <i>My body</i>	Diverse Britain British values - tolerance and respect, individual liberty, democracy <i>My relationships</i>	Be Yourself feelings and emotions and relationships <i>Gender Stereotypes</i>	It's my body keeping fit and healthy - including NSPCC PANTS rule and keeping clean, hand washing etc <i>Body parts—my body</i>	Money matters where money comes from Link to Maths lesson <i>Asking for help & surprises, keeping secrets</i>
Year 4	Think positive Growth mind set, resilience, mindfulness <i>My feelings</i> <i>Emotions and empathy</i>	Respecting Rights R & R Respecting school Digital Wellbeing <i>Body parts and appropriate touch</i> <i>My body</i>	One World (human rights, inequality, climate change, charity <i>My relationships</i>	VIPs Making friends and falling out <i>My beliefs - Similar</i> <i>Different identity</i>	Growing up Puberty, relationships, families <i>Marriage</i> <i>Arranged marriage</i> <i>Forced marriage</i>	Safety First (online safety, road safety, dares and medicine <i>Asking for help</i> <i>Peer pressure</i>
Year 5	Aiming High Raising Aspirations and enterprise <i>Puberty</i>	Team collaboration and team working - including rights around the world <i>Puberty - my body</i>	Diverse Britain communities and making a positive contribution + see extremism and Prevent <i>My relationships</i>	Be Yourself self-esteem, assertiveness and emotions <i>My beliefs & gender identity</i>	It's my body making healthy choices, sleeping well, drugs <i>Personal information</i>	Money matters being critical consumers, budgeting <i>Asking for help</i>
Year 6	Think positive Growth mind set, resilience, mindfulness <i>My body</i> <i>Body image</i> <i>Self esteem</i>	Respecting Rights Rights & Respecting school Digital Wellbeing <i>My beliefs</i> <i>My body</i> <i>Body parts</i>	One world climate change, energy use <i>Puberty</i> <i>My body</i>	VIPs kindness, conflict, peer pressure, dares <i>Sexual Intercourse</i> <i>conception</i>	Growing up Puberty, SRE relationships, families and reproduction Raising Aspirations <i>My relationships</i> <i>My beliefs</i>	Safety First online safety, Prevent, what to do in an emergency, drugs and gambling money issues <i>My rights</i> <i>Asking for help</i>
Continual & Additional Skills	Internet safety	Road safety	Water safety	Sun safety	Healthy Eating	Taking Risks

