



CHRIST CHURCH CHORLEYWOOD C OF E SCHOOL
Trust, Love and Respect: Learning and Growing with God

PSHE (Personal, Social, Health & Economic) RSE (Relationships and Sex Education) Policy

Date: Summer 2021

Review date: Summer 2023

1 Aims and objectives

1.1 What is PSHE education?

Personal, Social, Health and Economic (PSHE) education is defined as a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

1.2 The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

1.3 The relationships and health aspects of PSHE education is compulsory in all schools (from September 2020). In June 2019 the Department for Education launched the final statutory guidance to accompany the introduction of compulsory health education, relationships education and relationships and sex education (RSE) in 2020.

1.4 At Christ Church 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 the **CORAM SCARF: Safety, Caring, Achievement, Resilience and Friendship** programme for RSE and Drugs/Alcohol Education. PSHE also flows through all other curriculum areas.

We believe that to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and offline; 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.

1.4 **Definition of RSE (Relationships, Sex Education)**

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, 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 offline. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. **RSE is not about the promotion of sexual activity.**

1.5 The aims of PSHE and RSE at Christ Church 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
- ✓ 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 hygiene
- ✓ Help pupils develop feelings of self-respect, confidence and empathy
- ✓ Create a positive culture around issues of relationships
- ✓ Teach pupils the correct vocabulary to describe themselves and their bodies

2 Teaching and learning style

2.1 At Christ Church we use the CORAM SCARF which delivers the Personal Health, Social and Economic education requirements (PHSE and C education) of the National Curriculum. It aims to provide a whole-school approach to building Safety, Caring, Achievement, Resilience and Friendship which are essential foundations – crucial for children to achieve their best, academically and socially.

Mapped to the PSHE Association programmes of study, SCARF is a framework consisting of lesson plans, online planning and assessment tools which will embed a comprehensive PSHE and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

2.2 Lessons are carefully planned as part of a comprehensive spiral curriculum for PSHE education, including mental health and wellbeing. Some lessons provide the fundamental building blocks needed for children to achieve the end of primary school outcomes.

2.3 Lesson plans are based around the following **core themes and topics**:

- Me and my Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Growing and Changing

2.4 See Appendix 1: SCARF PSHE and wellbeing long-term plan suggested half-termly units and related key themes.

3 PSHE and Curriculum Planning

3.1 Every SCARF lesson plan is set out in an easy-to-use way and provides all the resources needed to cover learning outcomes, including:

- Comprehensive lesson notes, some with additional guidance for dealing with sensitive or complex issues. Before beginning, teachers should read the SCARF guidance for creating a safe learning environment to ensure that sensitive issues are taught safely and confidently.
- All additional resources needed e.g. activity sheets, films, songs, online games.
- Clear learning outcomes and assessment tools

- Links to the PSHE Association Programmes of study learning opportunities.
- Lesson plans linked to different areas of the National Curriculum so that PSHE can be taught through other areas of the curriculum such as English, Maths, Science, Computing, Geography and History,

3.3 We also develop PSHE through various activities and whole-school events, e.g. the school council representatives from each form meet regularly to discuss school matters and take part in an annual School Council Forum project with other schools. We offer a residential visit in Year 5 to Woodrow High House in Amersham and in Year 6 to Skern Lodge, an outdoor pursuits centre in Devon, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership skills and positive group work.

4 EYFS Assessment

4.1 In Early Years PSHE/RSE learning outcome assessment is covered by the following Early Learning Goals (ELGs):

ELG 05 Health and Self Care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

ELG 06 Self Confidence and Self Awareness: Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG 07 Managing Feelings and Behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

ELG 08 Making Relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

ELG 13 People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 14 The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

ELG 16 Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for a particular purpose.

5 PSHE and Computing

5.1 Computing contributes to the teaching of PSHE in that children in computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the e-mail and an understanding of social media. Through discussion of safety and other issues related to electronic communication and social media, the children develop their own view about the use and misuse of technology.

6 PSHE and Inclusion

6.1 Reasonable Adjustments in PSHE

Children with identified Special Educational Needs and/or Disabilities need to have access to an ambitious PSHE curriculum. Within the curriculum area of PSHE SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO/PSHE curriculum coordinator where applicable.

6.2 Equal Opportunities

PSHE follows the schools Equality Policy.

7 Assessment for learning

- 7.1 Our teachers assess the children's work in PSHE by making teacher-assessed judgements, as they observe them during lessons, gauging their learning against the specific learning objectives set out in the school curriculum. In every lesson, there is an opportunity to undertake assessment for learning, specific examples of such assessment opportunities are given in the learn for life lesson plans.
- 7.2 At the end of each module, there are self-assessment opportunities for pupils. These encourage learners to reflect on how well they are developing skills, knowledge and attitudes and can be completed individually, or as a result of dialogic partner work. There are clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.
- 7.3 We report progress to parents during feedback at Parent Consultations in October and March and by the end of year report at the end of the summer term.

8 Monitoring and review

- 8.1 The planning and coordination of the teaching in PSHE/RSE are the responsibility of the PSHE/RSE subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE/RSE.
 - provides the teaching staff, Headteacher and Education Committee a termly summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.
 - uses specially allocated non-contact time to review evidence of the children's work and to observe PSHE/RSE lessons across the school.

This policy will be reviewed every three years.

Reviewed: Summer 2020

Next Review: Summer 2023

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: Myself My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation	Growth Mindset Looking after my body	Life cycles Dealing with loss Being supportive
Y3	Cooperation Friendship (including respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem