



Great Meols
Primary School



PSHE and RSE Policy

'The purpose of our lives is to be happy.' - Dalai Lama

PSHE

Intent

Our PSHE curriculum –

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.
- Prepares pupils for the opportunities, responsibilities and experiences of later life.
- Helps to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking to make positive decisions about themselves and others.
- Promotes our school values of Community, Teamwork, Compassion, Diversity, Creativity and Resilience.
- Supports and complements school policies on: Child protection/safeguarding, Extremism, Bullying, Relationships and Sex Education and E-Safety.
- Addresses diversity issues and ensures equality for all through the range of resources and materials used and situations discussed
- Helps children to develop a respect for the abilities of other children, encourages them to collaborate and cooperate across a range of activities and experiences.
- Is in line with the expectations set out in the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education for 2020

The detailed intent of the PSHE curriculum is outlined in the following documents found on our school website –

- PSHE Progression Map
- PSHE Whole School Long Term Plan
- GMPS EYFS subject overview

Implementation

EYFS

PSED (Personal, Social and Emotional Development) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Within the EYFS setting, the children form meaningful attachments to both adults and peers through the development of strong, warm and supportive relationships. Children begin to learn to manage their emotions, develop a positive sense of self, set simple goals and have confidence in their own abilities. Their resilience is nurtured and they start to learn how to wait for what they want and direct attention as necessary. Through the delivery of the My Happy Mind scheme, adult modelling and guidance, children learn how to understand their own feelings, those of others and develop the skills to make good friendships, cooperate and resolve conflicts peacefully. Children will become increasingly independent in managing personal needs and in looking after their own body including healthy eating.

Years 1 to 6

- We follow the My Happy Mind scheme of work across school.
- Additional planning and resources are used from other providers including the Aerial Trust and NSPCC.
- My Happy Mind journals are used for children to record their learning and to provide the opportunity for children to review and revisit their ideas.
- Sticky knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. All learning will start by revisiting prior knowledge for children to retrieve and revisit prior learning. Low threat retrieval tasks such as quizzes are incorporated into lessons to review learning and facilitate retrieval of knowledge to strengthen memory.

Reception to Year 6

- We follow the Christopher Winters Programme for Relationships and Sex Education (RSE) across school (See RSE Policy).

Impact

- The subject leader is responsible for reporting on standards in PSHE across the school to the governing body.
- We measure progress in PSHE by assessing whether pupils know more, remember more and are able to do more.

References used to help shape this policy

GOV.UK. (n.d.). Changes to personal, social, health and economic (PSHE) and relationships and sex education (RSE) - <https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>

Huron, D. (2005). Exploring the Musical Mind: Cognition, Emotion, Ability, Function. *Musicae Scientiae*, 9(2), pp.217–221.

Kidd, D. (2020). *A curriculum of hope: as rich in humanity as in knowledge*. Bancyfelin: Independent Thinking Press.

Myatt, M. (2020). *CURRICULUM : gallimaufry to coherence*. S.L.: John Catt Educational Ltd.

Quigley, A. and Routledge (2018). *Closing the vocabulary gap*. London New York Routledge.

Willingham, D.T. (2021). *WHY DON'T STUDENTS LIKE SCHOOL? : a cognitive scientist answers questions about how the mind... works and what it means for the classroom*. S.L.: Jossey-Bass Inc ,U S.

RSE

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a primary academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Great Meols Primary School we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, governors, Trustees and parents. The consultation and policy development process involved the following steps:

1. Trust discussion – the Headteacher Group, MAT CEO and Trustees all discussed the way forward for MAT schools to address RSE.
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to give feedback about the policy.
4. Ratification – once amendments were made, the policy was shared with governors.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality (through the statutory science curriculum), healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Primary sex education is not compulsory in primary schools. We will consult with parents in the next 12 months in order to decide our approach to this in future years.

Currently our school approach to this is:

We use myHappyMind and targeted assemblies to cover the statutory curriculum.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Our school approach to PSHE is through the myHappyMind programme, which can be viewed at <https://myhappymind.org/>.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We will use the Christopher Winters scheme to deliver stand-alone lessons about sex and relationships.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Plus a scheme of work tailored to meet the needs of each year group – please see the Christopher Winters overviews in the curriculum section and on the year group pages of the website.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and Responsibilities

The governing board

The Trust Board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way (Lessons will be delivered by a teaching member of staff)
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher/deputy headteacher.

The RSE/PSHE Co-Ordinator in our school is Miss Leeson.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the deputy headteacher, Mr. Parker. Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Senior leaders will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE, as appropriate.

Monitoring arrangements

The delivery of RSE is monitored by Miss Jessica Leeson and Mr. Ben Parker through: Planning scrutiny and discussions, lesson debriefs, practical support in class – such as team teaching and through staff and pupil voice. The work completed in RSE will be monitored as part of whole school monitoring Pupils' development in RSE is monitored by class teac