

The Curzon C of E Primary School

PHSE and RSE policy



Written March 2024.

Review March 2027.

Our vision

Inspiring all to

'Aspire Believe Care'

"Let your light shine" Matthew 5:16

At the Curzon Church of England Primary School, we ASPIRE to be the best we can be and reach our full potential. We BELIEVE in our abilities to learn and flourish together. We CARE for one another as the Curzon family.

Our school values

We have six core Christian Values which permeate through the life of the school and underpin our vision;

Truthfulness

Compassion

Forgiveness

Friendship

Respect

Perseverance

Introduction

At Curzon Primary School, personal, social and Health Education is a planned programme of learning, where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts including online. This sits alongside the essential understanding of how to be healthy.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching pupils to stay safe and healthy, and by building self esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. At Curzon we have a two year PSHE curriculum cycle. We teach discreet PSHE lessons and filter PSHE throughout all aspects of school life.

The PSHE coordinator receives training in their role and responsibilities. This supports them to lead the development of the schools policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approached to health and wellbeing.

PSHE in our school reflects the physical, emotional, social and spiritual wellbeing of everyone in the school community. Here everyone will be encouraged to feel good about themselves and have respect for each other in a safe and caring environment.

Statement of Intent

At Curzon Primary School, it is our intent to provide all children with a broad and balanced curriculum that aims to assist our children to prepare for adult life by supporting their physical, emotional and moral development, and helping them to understand and respect themselves, respect others as well as forming and sustaining healthy relationships.

Objectives

The objectives of personal, social and health education and citizenship are to enable the children to:

- Understand the school and community values, the impact of their daily lives and within the school and the wider community including that of the Christian faith.
- Know and understand what constitutes a healthy lifestyle.
- Know how to keep themselves and others safe.
- Understand what makes for good relationships with others.
- Have respect and tolerance for others.
- Be independent and responsible members of the school community.
- Be positive and active members of a democratic society.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop a knowledge and appreciation of money and the effect it has on themselves and others.
- Develop good relationships with other members of the school and wider community.

These objectives will be met through the following modules:

- Being Healthy
- Relationships
- Exploring Emotions
- Difference and Diversity
- Being Responsible
- Bullying Matters
- Drug Education
- Growing Up
- Changes
- Being Me
- Money Matters
- Being Safe

Curzon Primary School follow the PSHE Matters: a PSHE curriculum for primary schools. It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

The Equality Act 2010, identifies the 'protected characteristics' as:

- age
- disability

- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

We have a well-considered approach to the teaching of the protected characteristics, in order to:

- eliminate discrimination, harassment, victimisation.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Creating a Safe and Supportive Learning Environment

At the Curzon school, we promote and respect the needs of all pupils, irrespective of gender, culture or background and all teachers consider the children's age, ability and readiness. Establishing a safe, open, positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital.

We will create a safe and supportive learning environment by enabling each class to establish ground rules that are agreed at the beginning of the year and are reinforced in every PSHE lesson. Ideally, teachers and children will devise their own ground rules at the beginning of the year so that they have ownership of them. These will include the aspects below:

- We take turns to speak.
- We use kind and positive words.
- We listen to each other in a supportive manner.
- We have the right to pass.
- We respect each other's privacy (confidentiality).

The Curriculum

Early Years

We teach PSHE in reception as an integral part of the curriculum. We relate the PSHE aspects of the children's work to objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

Key Stage One and Two

We teach PSHE in a variety of ways; weekly lessons, blocked afternoons or whole days. Sometimes PSHE is introduced through other subjects when links naturally occur. Due to the overlap of Religious Studies, we also teach PSHE through Religious Education lessons and collective worship. The programme will be taught through a range of methods, including: class discussions, sharing of life experiences, whole school collective worships, whole school events e.g. anti-bullying week, world mental health day and the use of outside agencies, such as the NSPCC. Through residential visits in key stage two, pupils also participate in activities to develop their self-esteem as well as having opportunities to develop leadership and cooperation skills.

Teaching PSHE to Children with SEND

Children and young people with SEND can be at increased risk regarding aspects of their health, wellbeing and safety, including heightened vulnerability to abuse and exploitation, online or offline. They may also face barriers in maintaining their own personal relationships, meeting new people and avoiding social isolation. Developing the communication skills, vocabulary, strategies and confidence to help identify and try to manage such challenges is therefore crucial.

PSHE planning is differentiated as needed to ensure all children can access the PSHE units and further develop themselves. Teachers provide learning opportunities that enable all pupils to make progress including: sourcing alternative resources in line with the school's QFT (quality first teaching) provision, discussions within small groups or on a 1:1 basis, as well as tailoring activities to meet individual children's needs.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, collective worships and discrete PSHE lessons, these values are embedded within our curriculum. We plan collective worships and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Confidentiality and Handling Disclosures

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns and pass this onto the DSL. The child concerned will be informed that information is going to be shared and the reasons why. The child will be supported by the teacher throughout the process.

Pupils' questions will be answered by members of staff in a supportive and informative manner. We will allow pupils to raise anonymous questions by having worry monsters situated in classrooms. If a safeguarding issue is raised by an anonymous question, we will ensure that action is taken in accordance with the safeguarding policy. Where a question is asked of a delicate nature and the member of staff feels the question is inappropriate to respond in class, the member of staff will contact the child's carer to discuss this. They will ask how they want the question to be answered. The teacher answers the question, the carer is invited into school and they answer the question together or the carer chooses they do not want to know the answer.

Impact

Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self-assessment as appropriate. Our teachers assess the children's work in PSHE both by making judgments as they observe and listen to children during lessons and by marking their recorded work against specific learning objectives from the PSHE Matters programme. Evidence of the PSHE will be in a variety of forms e.g. photographs, as well as written work, in the class floorbooks. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate, and staff will use their professional judgment in this.

Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named governor for PSHE who works closely with and in support of, the PSHE co-ordinator. When aspects of PSHE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

Pupils

Pupils should:

- Support one another with issues that raise within PSHE.
- Will listen in class, be considerate of other people's feelings, comply with confidentiality rules set in class.
- Will be made to feel comfortable to a member of class in confidence, regarding any concerns in school, relating to PSHE or otherwise.
- Will be asked for feedback on the school's PSHE provision yearly and be expected to take this responsibility seriously. Comments will be reviewed by the co-ordinator.

Parents and Carers

The Curzon Primary School recognizes the key role that parents and carers fulfill in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with them when planning and delivering PSHE.

The school encourage this partnership by:

- Providing access to information used in class to ensure carers/parents are comfortable with the education provided to their children in school.
- Expecting parents/carers to share the responsibility of PSHE in supporting their children.
- Encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE.
- Providing support for parents and carers seeking additional support where they feel it is needed.

The school review this policy annually and assess its implementation and effectiveness regularly.

Written by L. Stevens and J. Lenton March 2024.

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