



**Grange Primary Academy**

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# **Grange Primary PSHE and RSE Education Policy 2022-2023**

## **1. How this Policy was developed**

This policy was written by the PSHE subject lead and developed in consultation with parents, teachers and other school staff and the pupils at Grange Primary Academy (GPA). We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils. It has been approved by the school's governing body.

## **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 that 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<sup>1</sup>.

We at GPA, 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 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.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful, and able to identify and solve problems. The teaching and learning aim to give our children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21<sup>st</sup> century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

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#### 4. How PSHE education is provided and who is responsible for this

At GPA, we use KAPOW: a comprehensive scheme of work for PSHE and RSE. KAPOW Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education. It also covers wider PSHE learning, in line with the requirements of the National Curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).'

Following the KAPOW curriculum, the children in KS1 and KS2 will access the following areas of learning:

- families and relationships
- health and wellbeing
- safety and the changing body
- citizenship
- economic wellbeing.

The five key areas are revisited in each year group, making pupil's prior and future learning clear and progressive. An overview of our Long-Term Plan can be found below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Introduction lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing Transition Lesson
Year 2	Introduction lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship	Economic Wellbeing Transition Lesson
Year 3	Introduction lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship	Economic Wellbeing Transition Lesson
Year 4	Introduction lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship	Citizenship Economic Wellbeing Transition Lesson
Year 5	Introduction lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing Transition lesson: Roles and Responsibilities
Year 6	Introduction lesson Family and Relationships	Health and Wellbeing	Health and wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing <b>Identity</b> Transition Lesson: Dealing with Change

It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, as well as contributing to different subject areas in the National Curriculum.

Children throughout the Primary phase will also have access to additional PSHE following the Mind Up program: <https://mindup.org/> This is developed through starters of PSHE lessons and embedding skills learnt throughout the week across multiple areas of the curriculum (including links to our school behaviour policy). Mind Up lessons foster social and emotional awareness, enhance psychological well-being, and promote academic success. The Mind Up classroom is an optimistic classroom that promotes and develops mindful attention to oneself and others, tolerance

of differences, and the capacity of each member of the community to grow as a human being and a learner. Children learn about the brain and how it functions, in the process gaining insight into their own minds and behaviours as well as those of the people around them.

Our PSHE subject lead, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills, and resources to deliver PSHE education confidently. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers/Teaching Assistants follow the suggested half termly units provided by KAPOW for each year. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen the KAPOW scheme as our PSHE / RSE resource because the lessons build upon children's prior learning (using the five key areas). There is consistency and planned progression across the scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

## **5. What is being taught**

### **The Early Years Foundation Stage:**

In the Early Years Foundation Stage, Personal, Social & Emotional Development is about making connections; it's strongly linked to child-led activities. It is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities. All four of the key areas – self regulation, managing self, self-care and building relationships - are progressive from Nursery through to Reception.

### **KS1 and KS2:**

The curriculum at Grange divides the year into 5 key areas that are revisited each year progressively:

1. Family and Relationships
2. Health and wellbeing
3. Safety and the Changing Body
4. Citizenship
5. Economic Wellbeing

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within the National Curriculum Science in Year 2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of

reproduction and growth, but not how reproduction occurs. In Year 5, the children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Year 6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

## **6. How PSHE education is taught**

PSHE lessons are taught throughout the year by their class teacher or teaching assistant once a week in their timetabled PSHE lesson. The children are taught in their usual classes, in mixed sex groupings, using a range of interactive and collaborative teaching methods.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous worry box (Worry Easters). Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral and well-being team.

## **7. How PSHE education is monitored, evaluated, and assessed**

We have internal monitoring to assess and evaluate learning within PSHE at GPA. The adult who has led the lesson has responsibility for assessing each pupil:

This method of recording enables the teacher to make an annual assessment of progress for each child and this information is passed on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

## **8. How the delivery of the content will be made accessible to all pupils**

It is not our school's policy to withdraw pupils with special educational needs 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 suitable scaffolds / extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE considers the targets set for individual children and is the class teacher's responsibility to ensure that any needs are catered for.

The KAPOW lesson plans are flexible and allow for teachers, 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; whatever their gender identity. 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 any child that identifies as transgender 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, on average, about 4% 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 acknowledges this through scenarios, in a sensitive, honest, and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. 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.

The school's policy on SMSC, equality, diversity and inclusion provides further information.

## **9. Parental concerns and withdrawal of students**

Parents have the right to request that their child be withdrawn from some or all 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 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 share with parents the focus of our of PSHE lessons and the key learning the children will participate in. Ongoing communication with parents about what is planned to be taught and when, will be provided throughout the year and can be found on our website within

each year group's curriculum map. We advise parents to view this information to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families' values in regard to relationships and sex alongside the information they receive at school.

## **10. 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 Vicki Haynes ([vicki.haynes@grangeprimary.org.uk](mailto:vicki.haynes@grangeprimary.org.uk))

## **11. Policy Review and Development Plan**

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

## **12. Sources of Further Information**

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- KAPOW RSE and PSHE Intent, implement and impact statement:  
[https://www.kapowprimary.com/featured\\_documents/rse-and-pshe-three-is-intent-implementation-and-impact/](https://www.kapowprimary.com/featured_documents/rse-and-pshe-three-is-intent-implementation-and-impact/)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- The MindUP Curriculum: Grades PreK-2 © The Hawm Foundation, Scholastic Teaching Resources