



Be Strong and Courageous

PSHE/RSE Policy

Review Frequency:	2 years
Last reviewed:	Nov 20
Next review date:	Nov 22

Our School Vision

1.1 St. Issey C of E school is a place of learning, laughter and fun. We support academic achievement and personal development, by offering our children access to a wide curriculum rooted in an extensive range of stimulating experiences that challenge them to reach their potential, cultivating their love for learning, resilience and self worth.

Through our school vision of 'Be strong and courageous' and our school values; Hope, Dignity, Community and Wisdom we encourage our staff, parents and community to work collaboratively to support the children in pursuit of high standards within a happy, loving and supportive environment, in the spirit of the school's Christian foundation.

Rationale

1.2 Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

1.3 As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, cultural, social, mental and physical development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We prepare our pupils for the opportunities, responsibilities and experiences of life, recognising that our school vision is crucial to this learning and should be at the heart of whole-school development.

Aims and Objectives

1.4 This policy outlines our school's practices and procedures relating to the delivery of our whole-school PSHE curriculum. We believe that education in PSHE enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth.

1.6 It is vital that our PSHE curriculum provides opportunities for our children to explore their attitudes, values and beliefs about themselves and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

1.7 Our PSHE curriculum is designed around three core themes which will be interwoven into experiences linked to our curriculum as a whole. Research suggests that PSHE is most effective when content and context most relevant to a school's own pupils is carefully selected from within these themes.

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The teaching of SRE will be woven into the themes 1 and 2.

1.8 We aim to provide our pupils with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn knowledge into personal understanding
- Opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy

Planning, Teaching and Learning

1.9 At St Issey School, we will be following planning guidance from the PSHE Association and The CWP Project. All sessions will be delivered in a safe, supportive environment with clear ground rules and expectations set out beforehand.

- PSHE will be taught weekly in short sessions
- Some areas of PSHE and SRE will be covered within other curriculum areas, e.g science, PE etc.
- Sessions will be planned in advance but will also reflect the changing times in which we live.
- Learning and skills within the sessions will be age appropriate and progressive for each year group.
- Teaching will take into account the age, ability, readiness and cultural backgrounds of our children to ensure they can all fully access PSHE education provision.
- The planning and teaching of PSHE and SRE will be carried out by class teachers in conjunction with our PSHE lead and Head of School.

Curriculum content

1.10 Each core theme has several focuses for objectives and learning which covers Key Stages 1 and 2. The content offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase.

<p>Core theme 1: Health and Wellbeing</p>	<p>Core theme 2: Relationships</p>	<p>Core theme 3: Living in the World</p>
<p>*what is meant by a healthy lifestyle</p> <p>*how to maintain physical, mental and emotional health and wellbeing</p>	<p>*how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>*how to recognise and manage emotions within a range of</p>	<p>*about respect for self and others and the importance of responsible behaviours and actions</p> <p>*about rights and responsibilities as members of families, other</p>

<p>*how to manage risks to physical and emotional health and wellbeing</p> <p>*ways of keeping physically and emotionally safe</p> <p>*about managing change, including puberty, transition and loss</p> <p>*how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>*how to respond in an emergency To identify different influences on health and wellbeing</p>	<p>relationships</p> <p>*how to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>*how to respond to risky or negative relationships and ask for help</p> <p>*how to respect equality and diversity in relationships</p>	<p>groups and ultimately citizens</p> <p>*about different groups and communities</p> <p>*to respect diversity and equality and how to be a productive member of a diverse community</p> <p>*about the importance of respecting and protecting the environment</p> <p>*about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>*the part that money plays in people's lives</p> <p>*a basic understanding of enterprise</p>
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SRE

1.10 At St Issey School, we believe that SRE provides vital learning opportunities for our children, with strong links to the Science curriculum. We follow the Christopher Winters Project (CWP) for our SRE objectives and ensure that all sessions are taught with sensitivity and age-appropriateness.

1.11 Parents do have the right to 'opt-out' of SRE sessions and must do so in writing, to the Head of School. We make the assumption that if a parent chooses to 'opt-out', they will therefore cover and deliver the relevant content at home. Please note, the option to 'opt-out' only applies to SRE and not the core themes of PSHE.

SRE Curriculum Content

<p>Reception: Our Lives</p>	<p>Lesson 1: Our Day Lesson 2: Keeping ourselves clean Lesson 3: Families</p>
<p>Year 1: Growing and Caring for Ourselves</p>	<p>Lesson 1: Keeping clean Lesson 2 Growing and Changing Lesson 3: Families and Care</p>
<p>Year 2: Differences</p>	<p>Lesson 1: Differences: boys and girls Lesson 2: Differences: male and female</p>

	Lesson 3: Families and Care
Year 3: Valuing Difference and Keeping Safe	Lesson 1: Differences: male and female Lesson 2: Personal Space Lesson 3: Family Differences
Year 4: Growing Up	Lesson 1: Growing and Changing Lesson 2: What is Puberty? Lesson 3: Puberty Changes and Reproduction
Year 5: Puberty	Lesson 1: Talking about Puberty Lesson 2: Male and Female Changes Lesson 3: Puberty and Hygiene
Year 6: Puberty, Relationships and Reproduction	Lesson 1: Puberty and reproduction Lesson 2: Understanding Relationships Lesson 3: Conception and Pregnancy Lesson 4: Communicating in Relationships

Assessment, Recording and Reporting

1.12 Our teachers assess the children's work in PSHE both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

Links to other policies

1.13 This policy runs alongside and in support of several other school policies, including:

- Child protection/Safeguarding
- Confidentiality
- Anti-bullying
- Curriculum
- Behaviour

Monitoring and Review

1.14 The Head of School and PSHE lead are responsible for coordinating, monitoring and evaluating the standards of children's progress and achievement, and quality of teaching within PSHE.

1.15 Governors will review this policy every two years

Useful Links and Websites for additional information

- https://cwpresources.co.uk/resources/sre_pri/
- <https://www.pshe-association.org.uk>

