



PSHE including Relationships, Sex & Health Education

Mugginton Church of England Primary School

Reviewed	<i>September 2023</i>
HT	J Green
CoG	C Stroud
Future Review	<i>September 2024</i>

Mugginton Church of England Primary School **PSHE Policy (including statutory Relationship and Health Education)**

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all the current Safeguarding and Child Protection guidance and the new National Curriculum September 2014.

This PSHE Policy has been written to ensure Mugginton meets the new statutory 2020 requirements for compulsory Relationship and Health Education in Primary Schools. Both of these areas are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curricula. Primary schools have the option to decide whether pupils are taught sex education. Following a process of parental consultation (see questionnaires??), staff and governor discussion and a knowledge of our children, we have made the decision to teach the statutory elements of sex education through the Science curriculum.

The themes and topics support and promote social, moral, spiritual and cultural development in the following ways:

Intent

At Mugginton Church of England Primary School, our children's personal, social, health and economic education is an important and necessary part of their learning journey through school. Through a structured approach, we aim to help children to understand how they are developing personally, socially and emotionally, while equipping them with the knowledge, experience and skills necessary to grow up happily and positively contribute to life in modern Britain. We provide opportunities for our children to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. The whole school community is tight knit and very nurturing, everyone is encouraged to develop a sense of self-worth by playing a positive role in contributing to school life and the wider community.

The curriculum intends to develop the children holistically through teaching them how to stay safe and healthy, build and maintain successful relationships and become responsible, active citizens. Through covering social and emotional aspects of learning, children can develop their identity, confidence and self-esteem in a safe, nurturing environment.

In a PSHE lesson at Mugginton, you will see:

Happy, engaged children, listening attentively or discussing and questioning an issue with confidence, interest and purpose. They will be able to tell you about the unit of PSHE they are learning about and the work they have covered previously. They will be able to verbalise some of the key vocabulary and share the key issues that are important to their learning. Key Stage 2 children will be able to confidently talk to you about the British Values and how we reflect these in our daily lives at Mugginton. They will demonstrate empathy towards others and an awareness of their fortunate positions emphasising how fortunate we are in life.

Implementation

At Mugginton we follow the Twinkl Life PSHE Curriculum which provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. Twinkl offers a spiral curriculum, which ensures progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning. Mapped to the PSHE Association programmes of study, Twinkl provides a framework consisting of lesson plans, online planning, resources and assessment tools, allowing the school to embed a comprehensive PSHE and Wellbeing programme throughout the school. We also have access to the Derbyshire PSHE scheme, PSHE Matters, and use this to compliment some of the units and provide a broader pool of teaching ideas and activities.

Twinkl Life's PSHE units are delivered in a creative manner, using approaches such as role play, discussions and games. They are taught in thematic units which consist of six lessons, delivered in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, developing a rich experience, vocabulary and understanding of the different aspects.

There are 3 main strands; Health and Wellbeing; Relationships and Living in the Wider World. Within these strands are 4 different units. At Mugginton, we teach 2 units from each strand throughout the academic year, ensuring coverage of all the strands over a 2 year cycle.

1. Health and Wellbeing:
Safety First, It's my body, Growing Up, Think Positive
2. Relationships:
TEAM, VIPs, Be Yourself, Digital Wellbeing
3. Living in the Wider World:
Money Matters, One World, Diverse Britain, Aiming High

Due to our decision to teach the sex objectives through the Science curriculum, these sensitive aspects of the Health and Wellbeing strand will be omitted.

As with all our teaching, we maintain an element of flexibility, responding to our children's needs and events that may unexpectedly occur and need addressing. For example, during online teaching during the 2021 Covid Lockdown, the PSHE lead made the decision to teach the Think Positive unit, rather than the One World Unit as planned. This was to try to help pupils cope with, and work through, the unforeseen changes and anxieties brought about by a global pandemic.

All subjects, where possible, make a link to PSHE, British Values and SMSC and the language is used consistently by all staff. Our curriculum is further enriched by planned in workshops and visitors as well as adapting to the needs of our pupils each term. For example, we have had visits from nurses, police officers and the fire service and a representative from the NSPCC. Additionally, all children complete Bikeability each year, as well as the whole school completing weekly walks and runs, encouraging a healthy lifestyle.

Teachers will deliver the PSHE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial. Potentially sensitive questions from pupils within lessons will be answered by teachers in a factual way. Pupils will be able to ask questions anonymously through use of an 'ask it basket'.

Children are supported in applying the skills they are learning, in real life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group. They are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; and by taking on roles of responsibility for themselves, for others and for the school.

In addition to PSHE teaching in the classroom, children are also offered a two-day residential visit in Key Stage 2 where there is a particular focus on improving confidence, team work skills and self-esteem. Pupils are also given opportunities to develop leadership and co-operative skills. These skills are further consolidated through our weekly visits to the forest in our Forest Friday sessions.

Mugginton also holds discreet whole school themed days/weeks throughout the year, including taking part in anti-bullying week, internet safety day, mental health days as well as supporting national charities such as Children in Need and Red Nose Day.

This curriculum is further boosted by Circle Times, daily collective worships, revisiting our golden rules and the British Value. In addition to promoting a warm, welcoming and family environment in which all staff model being kind, respectful and working hard to be the best they can.

Through ongoing assessment and use of our knowledge organisers, children's abilities and needs are quickly identified. High adult ratios enable opportunities for Greater Depth children to explore concepts and ideas more deeply. While provision is also made for children who are vulnerable to meeting age-related expectations to enable them to access year group objectives wherever possible.

Provision is made for children who have SEND to access year group objectives where possible; a personalised curriculum is in place for a very small number of children working below year group objectives.

Children are assessed at the beginning of each unit, using the key vocabulary on the knowledge organiser. This assessment is then revisited throughout the unit to provide formative assessment. A floor book is created for Key Stage One and Key Stage Two, each half term, to record the progress in learning and record reflections on each lesson from the children. Throughout the session, pupil and staff discussions provide further assessment opportunities and evidence of children's understanding and progress. Staff gather assessments at the end of each term, based on the units covered. These assessments allow for teachers to check understanding and to inform planning.

Impact

Through following a well-planned and structured PSHE curriculum, our children develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect. Successful PSHE education has a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with the skills to overcome the barriers they face.

Children demonstrate:

- the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- a positive, healthy outlook towards school – attendance above the national average and behaviour will be good
- have good physical and mental health
- have resilience to ‘bounce back’ when faced with challenges
- develop positive and healthy relationship with their peers both now and in the future
- will have respect for themselves and others
- will have positive a self image

As a result of high quality teaching and engaging experiences, children are well prepared for the next stage in their education.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session. This PSHE Policy will be carried out in accordance with the SEN Code of Practice 2014.

High quality teaching – that is differentiated and personalised – will ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). Staff at Mugginton are aware that PSHE is a particularly important subject for some pupils with SEND due to the nature of their needs and vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHE content and deliver it in a personalised way.

Confidentiality, Safeguarding and Child Protection

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. Staff will refer to Child Protection procedures in line with Keeping Children Safe in Education, 2020. All staff involved will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

Everyone involved in PSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Monitoring and Review

The PSHE Co-ordinator/ Head Teacher monitors the effectiveness of this policy on a regular basis. They monitor the work of pupils throughout the school and review the planning for each key stage termly. It is

the responsibility of all staff to monitor and evaluate the curriculum provision for PSHE within the school in order that pupils make the greatest progress.