

PSHE Policy
(Including RSE and HE)

Name of School: Willington Primary School



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Approved by:	
Head teacher signature	
Chair of Governors signature	
Version	2

What Is PSHE?

PSHE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. PSHE will be reflected in our school values; kindness, respect, determination, quality and community. At Wellington Primary School, the term PSHE includes statutory RSE. The children will refer to lessons as PSHE lessons, with the majority of the content being taken directly from the statutory guidance.

This policy should be considered alongside the following:

- E-safety Policy
- Anti-bullying Policy
- Safeguarding Policy (including child sexual exploitation)
- Equal Opportunities
- SMSC Policy
- Science Policy (specifically teaching of reproduction)
- PE policy

Aims and Objectives:

The aim of PSHE is to ensure coverage of statutory RSE, while also providing opportunities for children to be nurtured and to develop their emotional wellbeing. PSHE is woven throughout all aspects of school life. We believe, as a school, that all children should be resilient, confident and happy. Our PSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- have an understanding of consent
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.
- value difference and similarities, respect others and have an open mind.

Wellington Primary School believes that, for all children, PSHE is:

- an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.

- an entitlement for all pupils in our care.
- delivered to encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- able to encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and sexual identity without promotion of any particular family structure. The important values are love, respect and care for each other.
- a platform where we generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.

We recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes. We also recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

At Willington Primary School we value staff wellbeing as much as children's and strive to promote a happy workforce. PSHE is for the whole school and everybody in it.

Teaching & Learning Style:

PSHE in this school has three main elements

1. Personal and Social Skills

- learning to manage emotions within relationships confidently and sensitively off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.

2. Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.

- challenging myths, misconceptions and false assumptions about normal behaviour.

3. Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

Curriculum Planning & Delivery:

Willington Primary School specifically delivers relationship and sex education through its PSHE Programme, PE, RE and Science lessons at KS1 and KS2. PSHE is delivered in the EYFS through the EYFS profile; specifically, the PSED areas of learning, as well as all of the Characteristics of Learning.

Most of the RSE at Willington Primary School takes place within PSHE lessons. Teachers deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year.

PSHE lessons are taught for one or two afternoons each half term, which is timetabled in advance. Teachers follow set objectives for PSHE and RSE coverage but also allow for subject matter to be taught which may lend itself to current issues that children in the class are sensitive too or need more direct teaching about e.g. loss, e-safety, anti-bullying. Coverage has been mapped out to ensure progression throughout year groups so that content is built on year upon year. Each year group has an overview of PSHE coverage per half term and RSE links have been made and cross referenced throughout to ensure full coverage of the statutory requirements. All teachers contributed to the planning and should use this overview to inform the content of the half-day session per half term.

Any PSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, at the beginning of each academic year, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. These will be decided by the children in the class and will be referred to throughout each session so that children are aware of them throughout.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the

age and development of the rest of the pupils, the question will be dealt with individually at another time.

More expert or specialist teachers and other professionals, may support staff that are uncomfortable with teaching certain aspects of the PSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the PSHE programme.

SEN/EAL:

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Gender, Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate question and offer support. Pupils, whatever their developing sexuality need to feel that relationship and sex education is relevant to them.

PSHE in the wider community:

Community links

- We have links with Willington Methodist Church, who invite Y2 to The Christmas Journey and Y6 to The Easter Journey each year. Children in Y5 and 6 are also invited to a lunchtime get-together club which is ran in school by members of the church.

Global research projects

- Each year, children take part in a global research project. The purpose of these projects is to raise awareness of global issues ranging from endangered species to fast fashion. Each year group has a specific focus so that the children will have covered a range by the time they reach Y6.

Careers fair

- Children in Years 4-6 attend our annual careers fair. Businesses and service providers from the local community attend. The purpose of this is to raise aspirations for our children and further improve links with the local community.

Assessment and Recording:

Seesaw

- Each child has their own Seesaw account which teachers use to record content in PSHE lessons.
- Evidence recorded includes; photographs, quotes from the children and samples of group/paired/individual work.

Resources:

Kapow

- We use Kapow lesson plans and resources to support learning, but not as the primary resource for each lesson. They are used as and when they are applicable and benefit learning.

Twinkl

- We use some Twinkl lesson plans and resources to support learning, but not as the primary resource for each lesson. They are used as and when they are applicable and benefit learning.

Books

- There are a range of PSHE books covering a range of themes, which are used in PSHE lessons to enhance learning. Teachers are also encouraged to read books as end of the day stories too.

Monitoring & Review:

It is the responsibility of the Head teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

From September 2015, Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.

The role of the Subject Leader:

- Audit PSHE learning
- Ensure statutory RSE coverage
- Opportunities for PSHE daily
- Staff Wellbeing

- Pupil Voice
- Behaviour and welfare of pupils

Confidentiality and Safeguarding:

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, formerly Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham LSCB protection procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

Use of correct language:

The following language will be used within school to describe external body parts. Children will be made aware of colloquial terms but teachers and adults in school will always refer to and use the correct language when talking about body parts to the children. Children in Year 1 will be taught the names using an anatomically correct doll as part of a Science lesson on naming body parts. The language will be followed throughout the school. The use of correct language is not only part of the Science National Curriculum, but also acts as an important tool for safeguarding children, as they will use the correct vocabulary.

- Penis
- Testicles
- Vagina
- Vulva
- Breasts

Right of Withdrawal from statutory RSE:

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). At Willington Primary School we are only teaching Statutory Sex Education and therefore there are no lessons in which parents can withdraw their children from. Parents are encouraged to discuss any concerns and / or decisions with the Head teacher at the earliest opportunity. Parents are welcome to review any PSHE resources the school uses.

Staff Wellbeing:

A staff questionnaire is sent out to teachers and teaching assistants at the beginning of each academic year. The main questions are taken from Ofsted. The purpose of the questionnaire is to identify areas which we can work on as a school to ensure staff wellbeing is maintained. Issues are discussed and addressed with the Senior Leadership Team and subsequent actions put in place.

Marking and feedback has long been an issue among the teaching profession as it can add to a teacher's workload while having minimum impact on children's progress. Willington Primary Schools' SLT have rewritten the feedback policy, taking into account workload and what would be most beneficial for the children. The new policy has significantly reduced workload for all staff, ensuring that the majority of the time, staff do not have to take work home. SLT value a work-life balance for staff and have worked hard to overhaul marking and feedback to combat this, while also having the best impact on children's learning and progress.

Staff are required to check emails and class dojo while in school, and are expected to respond to Pandion messages before school and after school. SLT have no expectation that staff check emails/dojo at home on evenings and weekends and accept that Pandion messages do not have to be answered during teaching time as the teacher may be away from their desk while teaching.

Kindness cup – the kindness cup is filled with goodies and passed to a member of staff who the current recipient feels deserves it. It is passed around weekly, with a little note. The reasoning behind this is to make staff feel valued by each other and to improve staff moral and relationships.

Shoutout board – in the staffroom there is a shoutout board; a place where staff can write a positive message to someone. These are left up for at least a week. The reasoning behind this is to make staff feel valued by each other and to improve staff moral and relationships.

Bathroom baskets – staff are provided with period products, deodorant and hand cream in each of the four shared bathrooms in school.

Raffle – each week two members of staff have their names picked from a bucket along with two prizes. The prizes range from vouchers to time off to food/drink treats.

Enrichment, Extra Curricular Activities and opportunities for children:

Each year group participates in at least one trip away from school during that academic year. Trips are linked to specific curriculum learning for that year group and are carefully planned to ensure children receive a range of experiences from Nursery-Y6.

Nursery – Farm

Reception – Hamsterley Forest

Y1 – Seaside, Raby Castle

Y2 – Locomotion, Durham Cathedral

Y3 – Hamsterley Forest, Durham Cathedral

Y4 – Binchester

Y5 – Killhope

Y6 – Theatre visit

Children also take part in many outreach visits from external providers to further enhance the curriculum content.

All children have a Willington 30 passport – 30 experiences we believe all children should have during their time at our school. The experiences range from performing to an audience to watching the stars. We believe that these experiences are invaluable for our children.

Our school provides a range of after school clubs which are offered to specific year groups. Clubs are for children from Year 1 – Year 6 and include a variety of sports clubs and a Performing Arts club.

Period Poverty – period products are available in each classroom for children to access as and when they need them. We have an open door policy in school; children can approach any teacher they wish to request products if they need them and additional products should they need them at home. Extra products are kept in years 4-6 and the office as these are the main ports of call for children. Children in Year 5 and 6 are told by their class teacher where they can request period products and children in Year 4 are made aware by their teacher on an individual basis when we are informed by parents/the child that they are required. Sensitivity and discretion is used in all cases and staff work with parents to ensure children are fully supported.

At Willington Primary school we value reward and special days e.g. Christmas Jumper Day, non-uniform day etc. We ensure children who come from families who do not have the funds to purchase clothing, specialised jumpers etc have access to these clothes at school. On days such as Children in Need also have an optional 'own clothes,' criteria to ensure access for all. Spare PE kits are in each classroom for children who do not have one.

Pupil Voice:

Two children from each year group are elected to join our school council. The children meet with Mr Cornforth every half term and their primary focus is improving our school for all children.

The Performing Arts committee consists of 4 long running members of Performing Arts club from Year 6. They make key decisions for the club and ensure all children have an input into how the club operates.

