

# Policy for PSHE including SRE & Citizenship

(Personal, Social, Health. Sex & Relationships)

*"Unlimited opportunity, unlimited ambition, unlimited vision"*

## Statement of Purpose

We attach great importance to Personal, Social and Health Education including mental wellbeing and its place in the School Curriculum.

PSHE, SRE and living in the wider world at The Orchards follow closely the recommendations in the PSHE and SRE Framework.

## Aims

Personal, Social and Health Education and Sex & Relationship Education

- To stay as healthy as possible both physically and mentally
- To keep themselves and others safe
- To have worthwhile and fulfilling relationships
- To respect the differences between people
- To respect themselves and others
- To have a good understanding of mental wellness and mindfulness.
- To develop independence and responsibility
- To play an active role as a member of a democratic society
- To make the most of their own and others' abilities.

Living in the wider world

- To develop social and moral responsibility – pupils learn self-confidence, and social and moral responsible behaviour towards authority and each other.
- To develop awareness of Community – pupils learn to become involved in the life and concerns of their neighbourhood and community.
- To learn about the issues, problems and practices of our democracy and how citizens can make themselves effective in public life.



## Outcomes

Implementation of this policy will support the children in their capacity to:

- know him/herself better and think well of, and respect, him/herself and others
- develop confidence/independence and think and act for him/herself
- acquire personal qualities, values and social skills
- take his/her place in a wide range of roles in preparation for adult life, to deal with risk and meet the challenges of life and to play an active role as a member of society
- successfully meditate and reflect on their emotions
- value and respect belongings/living things/environment
- be able to share/co-operate
- value their achievements
- identify moral values and strive to live up to them

## Children's Experiences

Children will be encouraged to:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- be able to protect themselves and ask for help and support
- be prepared for puberty
- know that the life processes common to humans and other animals include nutrition, growth and reproduction
- know about the main stages of the human life cycle

## School Provision

Children at The Orchards are encouraged to enjoy and participate in PSHE through individual lessons to develop knowledge and understanding. There are also Extended Learning Opportunities including after school clubs, curriculum days and mentoring roles. After consultation with parents, they are given the opportunity to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory national curriculum.

## Allocation of time

All classes are timetabled for 30 minutes per lesson with additional days included as part of the creative curriculum and coverage of topics within whole school, part school and year group weekly assemblies.

## SEN

All pupils at The Orchards are valued equally, irrespective of ability, race, gender, class and community. A graduated approach, working collaboratively with colleagues in school including the class teacher and SENCO, identifies and meets the needs of SEN pupils. Individual teachers assisted by the subject coordinator devise ways in which the curriculum can be developed to meet the needs of exceptionally bright pupils.

### Assessment/recording and reporting

In addition to ongoing formative assessment throughout the year e.g. observation of pupils, class discussions and responses, PSHE is also monitored through lesson observations.

PSHE forms part of the general comments section in the end of year report to inform parents of their children's progress.

### Role of Area of Learning Leader & PHSE Co-ordinator

The PSHE Coordinator will monitor this policy regularly. The coordinator and Area of Learning Leader will ensure that:

- the action plan is regularly evaluated and updated
- resources are monitored and ordered where necessary
- standards of teaching and learning are monitored in accordance with the monitoring schedule
- children's progress and ability is reviewed and leveled where necessary
- they provide appropriate training opportunities to support the professional development of colleagues
- they maintain an enthusiastic approach to their subject leadership
- they monitor planning to ensure appropriate progression and coverage throughout the school in consultation with parents

## EQUAL OPPORTUNITIES

- All pupils will have access to PSHE irrespective of age, gender, race, disability, sexual orientation, religion or belief.
- Individual opinions and ideas of both pupils and parents will be respected and valued.

### Monitoring of this policy

- Members of the Leadership Team and the Chair of Governors will oversee the implementation of this policy.

Reviewed annually

# RSE (Relationships and Sex Education)

What does RSE stand for? What is RSE in schools and education? Read this helpful teaching wiki to find out about RSE and the sex education curriculum in the UK.

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## WHAT DOES RSE STAND FOR?

RSE stands for Relationships and Sex Education. Our school uses the acronym **RSE or SRE (Relationships and Sex Education)**.

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## WHAT IS RSE?

RSE as a subject teaches children about the different physical, social and emotional aspects of growing up, relationships and sexuality. It aims to provide pupils with the skills and knowledge they need to have safe, fulfilling relationships, take responsibility for their sexual health, and feel secure and happy in their sexuality. It also helps them to develop resilience, independence and self-esteem.

**RSE** helps to prepare children for changes like puberty and the transition into adult life. We aim to provide a secure environment where pupils can feel comfortable asking questions they might not want to ask elsewhere. Through **RSE**, children can learn to better understand their needs, respect the needs of others, and improve their overall confidence.

Opening the conversation on **RSE** topics can start by teaching children about relationships, friendships, family and the different kinds of people who can support them. This can start in early education when children begin to learn about taking turns, treating others with kindness and respect, the importance of being honest and truthful, as well as the importance of personal privacy.

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## WHAT IS THE RSE CURRICULUM?

As of 2020, **relationships education** in primary schools is now a statutory subject, alongside Health Education. Schools are also advised to provide a relevant, appropriate sex Education curriculum in the UK as part of their whole school PSHE (Personal, Social and Health Education) curriculum.

To prepare children for embracing the challenges of a happy and successful adult life, we need to give them the knowledge that helps them to make informed decisions about their wellbeing, health and relationships. This is why the sex education curriculum in the UK is so important.

## The RSE curriculum 2020 in primary schools

The focus of relationships education in our school is to emphasise the fundamental building blocks of positive relationships with a particular emphasis on friendships, family relationships as well as other types of relationships with other children and adults.

Consent as a concept tends to be introduced in secondary school, but children may start practising consent at an earlier age by respecting the boundaries of others on the playground.

From the beginning of relationships education in our school, teachers will emphasise what makes a healthy relationship, including friendships and family relationships. The aim is to give children an understanding of which relationships will lead to happiness and security. This will also help children to recognise relationships that may not be positive for them.

Towards the end of primary school, more children will be using the internet and they will be taught the principles of positive relationships also apply online.

Teaching children about families and how family relationships may look does require an amount of sensitivity. Families of lots of different forms can provide the nurture needed for children. Care will be taken so that no children in a class sense stigmatisation towards their home situation.

The following topics are included in the RSE 2020 Curriculum for primary schools. By the end of primary school, children should know the following from their RSE lessons:

#### Families and People who care for me:

- Families are important for children for giving them love, security and stability.
- Characteristics of healthy family life: commitment to each other, even in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- Some families may look different to theirs, but they still have the same amount of love and happiness.
- Stable and caring relationships are at the centre of families.
- Marriage is a legal and formal commitment between two people who love each other.
- How to recognise family relationships that may be making them unhappy or unsafe, and who to speak to about these problems.

#### Respectful Relationships:

- The importance of respecting other people, even if they are different from ourselves.
- Practical steps that can be used to improve or support relationships.
- Courtesy and manners.
- The importance of self-respect and the impact it can have on their own happiness.
- About different types of bullying, including cyberbullying, and how to get help.
- What a stereotype is and why it can be negative, harmful and destructive.
- The importance of asking for permission in relationships and friendships.

#### Online Relationships:

- Some people will behave differently online, and may even pretend to be somebody that they are not.
- That the same principles that apply to in-person relationships also apply to online relationships, including the importance of respect for others, even if we are anonymous.
- The rules and principles for keeping safe online, how to spot risks and harmful content and how to report it and help and support.
- To critically consider online friendships and sources of information, as well as being aware of the risks of meeting someone in person that they met online.

#### Being Safe:

- The kinds of boundaries that are appropriate in friendships.
- The concept of privacy, as well as its implications for adults and children including the fact that it's not always right to keep secrets, especially if they are impacting your safety.
- That each person's body is theirs, as well as the differences between appropriate and inappropriate contact.
- How to respond safely and appropriately to adults that they may meet in different contexts (such as in-person and online) who they do not know.
- To recognise and report the feelings of being unsafe or bad around an adult.
- How to ask for help and advice from people they trust, and to keep doing so until they are heard.

- How to report concerns or abuse, as well as the correct vocabulary and confidence to tackle such daunting tasks.
- Where to get advice at home, school and elsewhere.

If you ever have any questions or concerns surrounding the subject of PSHE, then please don't hesitate to contact the school. You can find the government guidance on this subject at <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>