

# The Raleigh School

## Personal Social Health and Economic Education Policy (PSHE)

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Includes Relationships and Sex Education (RSE), Drugs and Alcohol and Healthy Schools Education

Reviewed May 2020 by the PSHE Subject leader

Next review Nov 2021

### Introduction

The National Curriculum states that every school must offer a curriculum which is balanced and broadly based and which:

- “promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.“ (*“The National curriculum in England” – DfE Sept 2013*)
- instils the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

The 2006 Education and Inspections Act placed a duty on Governing bodies ‘to promote the wellbeing of pupils at the school’. As such PSHE underpins the curriculum and is central to the school’s ethos. New statutory requirements Sept 2020 require all state funded schools to teach Health Education and Relationships Education. In line with the school’s Equality policy, the full PSHE curriculum is open and accessible to all pupils.

### Overall Aims of PSHE

At the Raleigh School this will include

- The acquisition of information on a range of health issues that are relevant to their age, maturity and understanding including emotional health and well-being, sex and relationships, diet and exercise, alcohol, tobacco and other drugs, and safety.
- The development of emotional and social skills including skills for learning, achieving, managing change and looking after health.
- The exploration and clarifications of values and beliefs including respect, morality and an understanding of cultural diversity.

(from *“A whole school approach to PSHE and Citizenship”* - Blake S. 2006)

This policy supports the following policies: Safeguarding and Child Protection, Behaviour and anti bullying, Extremism, Equality, Online safety and should be read in conjunction with them.

Learning in PSHE lessons will link to learning in Science/ PE/ Computing/ RE and some aspects of English lessons.

### SCHEME OF WORK

- The PSHE Association scheme is used as a basis for our lessons, following the three core themes of: health and wellbeing; relationships; and living in the wider world.
- As pupils move through the school they encounter each theme on numerous occasions. The level of demand increases each time and learning is progressively deepened.
- Key skills, for example critical reflection, decision making and managing risk are also developed through PSHE lessons.
- In addition, the Social & Emotional Aspects of Learning (SEAL) may be used to support the above scheme.
- The statutory guidance for Health Education (2019) is followed and the following topics are taught: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; puberty and the changing adolescent body.
- Lessons are generally class based although assemblies and workshops may also be used.
- PSHE lessons are generally taught by the classteachers. Where a visitor has been invited in, teachers will always agree lesson objectives in advance and remain present to manage the learning and ensure it is safe.
- Additional resources are used for specific topics including the RSE and drug awareness throughout the school (see below).
- Our provision is further enriched by visitors, workshops and special events.
- In Reception, Personal, Social and Emotional Development is one of the 3 prime areas of learning in the Early Years curriculum and as such 2 members of staff are constantly available to support those children who are working independently in their interactions with their peers. The subject is an integral part of their learning.
- British values (democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) are an integral part of the curriculum and are a key focus of assemblies. Parent and community links are encouraged.

### AMOUNT TAUGHT EACH WEEK

- Reception – continuous
- Key Stage 1 – 45 minutes
- Key Stage 2 – 45 minutes
- PSHE is set in the weekly timetable. It may sometimes be more appropriate to teach it through other curriculum areas or through integrated or block teaching. Additional circle time/class discussion may be appropriate for matters arising during any week.

### PLANNING

- The PSHE Curriculum Map 2020 outlines coverage across the whole school. This should be read alongside the PSHE Association Programme of study.
- Long Term planning outlines the specific objectives taught each week in each year group.
- In YR, PSHE is planned on a weekly basis and as a major part of the curriculum. In Years 1 – 6, PSHE is planned each half term using the Medium Term Plan (MTP) format. The MTPs detail the programme of work to be taught. They are updated and evaluated each term, to provide a continuously developing Scheme of Work.
- We recognise the right for all pupils to have access to PSHE which meets their needs and we promote diversity and inclusion and consider all children's needs when planning lessons, including those with SEN.
- Teachers will take into account the age, ability, readiness, cultural background and family or personal circumstances of the children in their class when planning lessons.
- Children should not generally be withdrawn from PSHE lessons to take part in interventions for other subjects.

### ASSESSMENT PROCEDURES

- We determine pupils prior knowledge and starting points for a topic through sensitive discussion, drawing out the any misconceptions they may have and recognising that some PSHE topics are complex.
- Informal assessment is carried out continuously through observation and class discussion.
- Assessment in this subject area is done in a variety of ways: draw and write, concept mapping, monitoring discussions and questionnaires.
- Highlighting of the Scheme of Work is used to show areas covered. This is monitored by the subject leader to ensure full coverage across the three core themes.
- Pupil voice discussions are held each year by the subject leader.

### COMPUTING

- Computing is used wherever possible to provide additional resources.
- Children use computing to investigate, organise, edit and present information where appropriate.
- When the internet is being used, the school's Computing Policy and 'Acceptable Use' documents will be strictly adhered to at all times.

### PUPILS RECORD THEIR WORK IN

- Most work is discussion based. There is some written recording.

### HOMEWORK

- Homework may be set as part of a cross-curricular task or project.

### CLASSROOM RESOURCES

- The PSHE scheme is saved in the medium term planning folders.
- RSE and drug awareness resources are saved in the PSHE curriculum folder.
- Copies of MTPs are in class planning files.
- All year groups have copies of the relevant SEAL scheme booklets.

### CENTRAL RESOURCES

- Other resources are stored in the PSHE cupboard (currently at the top of the Roebuck Wing stairs, outside the year 3 classroom). This includes further copies of the SEAL scheme booklets.
- The Head teacher holds additional assembly resources.
- The Senco/ Elsa holds additional resources to support children's emotional literacy.

### ROLES AND RESPONSIBILITIES OF SUBJECT LEADER

- To lead policy development.
- To write and implement the subject action plan.
- To support colleagues.
- To monitor progress and improve standards in the teaching and learning of PSHE
- To develop progressive PSHE plans that ensures both experience of, and capability in, PSHE
- To be familiar with current ideas in PSHE and provide this information to colleagues.
- To audit, maintain and replace the resources.
- To manage and monitor expenditure within the annual budget for PSHE.
- To review RSE annually in light of new initiatives, resources, or feedback from class teachers

#### HEALTH AND SAFETY

- Children are encouraged to think about the well-being of themselves and of others. This is an integral part of the PSHE curriculum.
- A safe environment for discussions will be created by mutual respect and tolerance of others. Appropriate listening and turn taking is always encouraged.
- Lessons are sensitive to a range of views but teachers ensure children always have access to the learning they need to stay safe and healthy and protect and enforce their human rights.
- We ensure that sessions, including ones on risky behaviours, remain positive in tone, reassuring pupils that the vast majority of people make positive, healthy lifestyle choices.
- Due to the nature of PSHE pupils' learning may result in them seeking advice or support on a specific personal issue. It is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. If a child makes a disclosure and/ or discussions reveal that a child is at risk, then the school's safeguarding policy will be adhered to.
- If necessary teachers should always feel able to ask a pupil to wait for an answer to give them time to consult with the school leadership team in they feel that is appropriate.

#### ROLES AND RESPONSIBILITIES OF LINK GOVERNOR

- To meet the subject leader at least annually to discuss the implementation, monitoring and evaluation of the action plan.
- To observe at least two lessons or related activities of PSHE a year.

#### EXTRA CURRICULAR ACTIVITIES / TRIPS

- Trips planned as part of a cross-curricular topic include elements of PSHE.

#### PARENTAL AND COMMUNITY LINKS

- We are committed to working closely with parents and carers.
- Parents were consulted in Feb/ Mar 2020 when preparing to review this policy and to implement the statutory changes for Sept 2020.
- We communicate with parents about the PSHE curriculum through annual 'meet the teacher' year group meetings at the start of the school year, termly curriculum newsletters and curriculum information on the school website.
- We frequently share relevant information and guidance from external organisations via the school Newsletter, for example materials to support children's mental health and emotional wellbeing.
- The PSHE policy is available on the school website.
- We will encourage discussion of topics at home by informing parents, for example before external workshops take place.
- There are many opportunities where parents and the community can participate and support the children's knowledge and understanding of PSHE.
- They may also provide healthy packed lunches; give input to special themed weeks e.g. diversity; anti-bullying; accompany trips.
- The NSPCC visit bi-annually.
- Internet safety talks from an external provider are annual.
- We support the Kianjagi School in Uganda and have visits from the Kampala Children's Choir.
- Health professionals and emergency services personnel may visit year groups as appropriate.

### Relationship and Sex Education Policy (RSE)

At The Raleigh we believe that RSE should provide knowledge about the development of the child to the adult, loving relationships, the physical and emotional changes that take place during the process of growing up, as well as what happens when human reproduction takes place.

We aim to:

- Develop understanding of the importance of marriage or stable and loving relationships for family life, respect, love and care. (*Relationship and Sex Education Guidance – DfE 2000*)
- Develop a lifelong learning about physical, moral and emotional development (*ibid*)
- Foster understanding and attitudes that determine the way children view their relationships in a healthy, responsible and safe manner.
- Provide teaching which is tailored to the age of the children and also to their understanding.

#### SCHEME OF WORK

- In line with the Statutory guidance for RSE (2019) we teach about families and carers; caring friendships; respectful relationships; online relationships and being safe.
- The Christopher Winter Scheme – Teaching RSE with confidence – is used throughout the school. It was introduced in Sept 2017. Each year group has 3-4 sessions which are age appropriate.
- Relationships are also covered throughout the PSHE Association and SEAL schemes as a core theme in every year group.
- RSE is taught by the class teachers as an integral part of our whole school PSHE programme. Teachers were consulted about the proposed statutory changes to RSE, the new scheme materials and continue to participate in discussions and receive regular updates as we approach Sept 20.
- In addition to the RSE covered in PSHE, there is also work in the science national curriculum that covers basic human biology (a statutory requirement). In PSHE, children have the opportunity to consider what this knowledge and understanding means to them.
- We teach sex education sessions in Year 6, in line with the DfE guidance, about how a baby is conceived and born.
- Children receive education to counteract Child sexual abuse and CSE (Child Sexual Exploitation) throughout the school. During the spring or summer term, all year groups discuss aspects of CSE relevant to their age group. We use the NSPCC Pants resources to support this.
- We ensure RSE is inclusive and meets the needs of all our pupils, including those with SEND.
- The school actively promotes equality and diversity (ref Equality Act 2010 and Surrey RSE guidance 2014). Pupils are taught about the society in which they growing up and about healthy loving relationships, including different types of families. Respect is fostered for others and for difference.
- There will be no direct promotion of sexual orientation, in line with DfE guidance.

#### AMOUNT TAUGHT EACH WEEK

- Taught as part of PSHE and science topics.

#### PLANNING

- Shown in long term and medium term planning (in Year group folders and the PSHE/ RSE curriculum folder).
- Parents are able to view RSE resources and lesson objectives on the school website. They are invited into school to view the Year 6 'Living and Growing' sex education materials before the children are taught these sessions.

### ASSESSMENT PROCEDURES

- Informal assessment is carried out continuously through observation and class discussion.
- Discussions with the class teachers after the sessions have been completed.
- A questionnaire may be given to the older children and the parents as a way of evaluating the effectiveness of the sessions.

### COMPUTING

- Computing is used to provide additional resources and may be used for recording.
- When the internet is being used, the school's Computing Policy and 'Acceptable Use' documents will be strictly adhered to at all times.

### PUPILS RECORD THEIR WORK IN

- Science books may be used for any written recording although most of the work will be discussion based.

### HOMEWORK

- May be set as part of cross-curricular links.

### CLASSROOM RESOURCES

- Scheme is saved in PSHE curriculum folder.

### CENTRAL RESOURCES

- The Christopher Winter scheme lesson plans and resources are stored electronically in the PSHE/ RSE curriculum folder.
- In PSHE cupboard at the top of the Roebuck wing stairs.
- Resources are frequently reviewed.

### HEALTH AND SAFETY

- The pupils are provided with a safe and secure environment which encourages them to ask questions and discuss issue openly and sensibly
- Inevitably, however, questions of a sensitive nature will be asked. These are dealt with with care and sensitivity. This is done by direct discussion with the class teacher, or a questions box that is clearly available in the classroom for this purpose. If it is felt that questions are asked that are not appropriate for all the children to hear the answer, then the question is referred back to the parents.
- It is vital that questions relating to the pupils' and teachers' personal lives should not be asked.
- If a child asks a teacher a question in private the teacher must respect the child's confidentiality, but if a child is at risk then advice must be asked from the Designated Safeguarding Lead (Head Teacher or Deputy Head) following safeguarding policy.

### PARENTAL AND COMMUNITY LINKS

- We are committed to working closely with parents and carers.
- Parents were consulted in Feb/ Mar 2020 when preparing to review this policy and to implement the statutory changes for Sept 2020. Responses received to the parents questionnaire were all positive about the school's approach to RSE.
- At The Raleigh we hold parents' information evenings at the beginning of each year group where resources can be viewed and questions asked of the class teachers delivering the sessions.
- We will communicate with parents about their right to withdraw their child from sex education sessions, in writing, before these take place.
- If parents wish to withdraw their child they will be invited to discuss this with the Headteacher, who will ensure that parents understand the nature and purpose of the sessions and their benefit. A record of this discussion will be kept. The Headteacher will automatically grant their request should they still wish to withdraw their child from the sex education sessions.
- There is no right to withdraw from relationships education or health education or national curriculum science.

## Drug and Alcohol Policy

### We aim to:

- Teach the children about the effects of tobacco, drugs and alcohol on the human system.
- Develop their knowledge and understanding of the effects of tobacco, drugs and alcohol on personal and family lives.
- Develop the individual's ability to make informed decisions about choice.
- Encourage the resistance of peer pressure in vulnerable situations and that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know.
- How to ask for help and use basic techniques for resisting pressure to do what they know is wrong.
- Develop a clear understanding of the school rules about health and safety, basic emergency aid procedures and where to get help.

SCHEME OF WORK
<ul style="list-style-type: none"> <li>• We use the Christopher Winter Project – Teaching Drug and Alcohol Education in Primary Schools with confidence – recommended by the PSHE Association and Babcock. Introduced September 2017. It is cross referenced to the PSHE Association scheme for PSHE which is used throughout the school.</li> <li>• Each year group (except Reception) has 3 lessons relevant to their age.</li> <li>• Some aspects of the Drug and Alcohol Education will be taught through the Science curriculum.</li> </ul>
AMOUNT TAUGHT EACH WEEK
<ul style="list-style-type: none"> <li>• Taught as one unit within PSHE. May also be part of the science curriculum.</li> </ul>
PLANNING
<ul style="list-style-type: none"> <li>• Shown in long term and medium term planning.</li> </ul>
ASSESSMENT PROCEDURES
<ul style="list-style-type: none"> <li>• Informal assessment is carried out continuously through observation and class discussion.</li> <li>• On- going assessment of the units by teacher discussion.</li> </ul>
COMPUTING
<ul style="list-style-type: none"> <li>• Computing is used to provide additional resources and may be used for recording.</li> <li>• When the internet is being used, the school's Computing Policy and 'Acceptable Use' documents will be strictly adhered to at all times.</li> </ul>
PUPILS RECORD THEIR WORK IN
<ul style="list-style-type: none"> <li>• Most work will be discussion based, but some recording on paper may be used.</li> </ul>
HOMEWORK
<ul style="list-style-type: none"> <li>• May be set as part of an on-going topic.</li> </ul>
CLASSROOM RESOURCES
<ul style="list-style-type: none"> <li>• Resources saved in PSHE curriculum folder/ Physical Health/ Drugs and alcohol.</li> </ul>
CENTRAL RESOURCES
<ul style="list-style-type: none"> <li>• Other resources in PSHE cupboard at top of Roebuck stairs.</li> </ul>
PARENTAL AND COMMUNITY LINKS
<ul style="list-style-type: none"> <li>• Parents will be informed of the subjects to be covered in termly newsletters.</li> <li>• Parents are involved in Questionnaires at the end of year 6.</li> </ul>

## Healthy Schools

### We aim to:

- To ensure that the school provides a safe, secure and stimulating environment where pupils can reach their highest potential.
- To actively promote self-esteem and self-confidence in developing the skills to make choices and take responsibility for all health-related issues.
- To develop throughout the school healthy relationships, respect and consideration for others.
- To co-ordinate, implement and review regularly, a range of health-related policies for staff and pupils.
- To facilitate a cross-curricular approach to the promotion of health and wellbeing.
- To provide the school community with a wide range of activities which promote a healthy lifestyle including many PE initiatives.
- To liaise closely with parents/guardians and the wider community on a range of health-related initiatives.
- To effectively utilise a range of appropriate specialist external agencies in the promotion of health and wellbeing.

SCHEME OF WORK
<ul style="list-style-type: none"> <li>• Health and well-being is one of the three main themes on the PSHE curriculum.</li> <li>• Also taught as part of PSHE, Science, P.E. and DT topics.</li> <li>• Forms a significant part of School Council focus.</li> <li>• Children are also encouraged to make use of the outdoor learning environment in all curriculum areas where possible.</li> </ul>
AMOUNT TAUGHT EACH WEEK
<ul style="list-style-type: none"> <li>• Within allocation of those subjects</li> </ul>
PLANNING
<ul style="list-style-type: none"> <li>• Shown in long term and medium term planning</li> </ul>
ASSESSMENT PROCEDURES
<ul style="list-style-type: none"> <li>• Informal assessment is carried out continuously through observation and class discussion.</li> <li>• Information about the child's achievement is reported to parents in the annual report.</li> </ul>
COMPUTING
<ul style="list-style-type: none"> <li>• Used in recording and for additional information.</li> </ul>
PUPILS RECORD THEIR WORK IN
<ul style="list-style-type: none"> <li>• Science books may be used although work may be a discussion or involve a practical activity.</li> </ul>
HOMEWORK
<ul style="list-style-type: none"> <li>• May be set as part of an on-going topic.</li> </ul>
CLASSROOM RESOURCES
<ul style="list-style-type: none"> <li>• Resources held in appropriate year groups to tie in with topics.</li> </ul>
CENTRAL RESOURCES
<ul style="list-style-type: none"> <li>• Food technology resources in the galley.</li> <li>• Additional resources in the PSHE cupboard at top of Roebuck stairs.</li> </ul>
HEALTH AND SAFETY
<ul style="list-style-type: none"> <li>• When using kitchen equipment children work in small groups with adult supervision.</li> </ul>
EXTRA CURRICULAR ACTIVITIES / TRIPS
<ul style="list-style-type: none"> <li>• Extra curricular sports clubs and activities. Trips may be organised in cross-curricular topic work.</li> </ul>
PARENTAL AND COMMUNITY LINKS
<ul style="list-style-type: none"> <li>• Parents are involved in their child's choice of menu for school dinner.</li> <li>• Parents are included in any school initiative with regard to healthy living by Headlines or letter for a specific event.</li> <li>• Parents assist with cooking activities.</li> </ul>