

# **PHSE Policy (including HRE)**

**Lever House Primary School**



**January 2024**

This policy covers our school's approach to teaching Personal, Relationships and Social Education (PSHE) and Health and Relationship Education (HRE). It was produced by Mrs. C. Robson our PSHE lead at Lever House Primary school. Key needs were identified along with local and National data.

### Policy Availability

Parents and carers will be informed about the changes in the policy via email. The policy will also be on the school website and it is available for them to download directly.

### Policy Aims and Objectives

At Lever House Primary School we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We are committed to pursuing excellence and encouraging every individual. Our learning environment and ethos promotes respect and self-esteem, ensuring that all children feel happy, safe, cared for and therefore ready to learn. We value the role of parents and the community in learning and actively encourage their involvement. We are dedicated to providing excellent and enjoyable teaching through a broad, balanced and creative curriculum. We are proud of our achievements and celebrate the successes of all members of our school community.

### Our aims for PSHE (including HRE) are to:

- To provide exciting, enjoyable learning that opens doors to knowledge and skills, the world, health and creativity.
- To show respect for all cultures and in doing so, promote positive attitudes towards other people.
- To enable children to understand their community and help them feel valued as part of this community.
- To help children grow into reliable, independent and positive citizens.
- To enable children to become confident, resourceful, enquiring and independent learners.
- To foster children's self-esteem and help them build positive relationships with other people.
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.

- Develop positive attitudes and values, which are accepting of differences with regard to different family dynamics
- Deliver a planned programme of PSHE and HRE from Reception to Year 6 to enable children to understand and value their bodies as well as develop positive attitudes and values towards sexuality
- To encourage children to think about the religious and cultural attitudes around relationships
- To equip them with the knowledge and skills to be able to keep themselves safe and protect themselves from harm and abuse
- To enable children to understand how and where they may get help and advice
- To understand the reproductive process in humans and animals, using the correct vocabulary for body parts alongside their own terminology.

### Creating a safe and supportive learning environment

At Lever House Primary School we will create a safe and supportive learning environment by ensuring all classes establish clear 'ground rules' and making sure all children and staff respect these as well as our confidentiality policy. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will receive the appropriate support through the school's family support worker (Mrs. Sarson) as set out in the school's safeguarding and child protection policies.

### Entitlement and equality of opportunity

We promote the needs and interest of all pupils irrespective of gender, culture, ability, or personal circumstance by ensuring our curriculum, values and ethos are inclusive of all children regardless of their differences. Teaching takes into account the age, ability, readiness and cultural backgrounds of children to ensure that they can fully access the PSHE education provision. We promote diversity and inclusion and consider all pupil's needs by taking into account the children's backgrounds, local community needs and thinking about the wider community. Through teaching the children about PSHE and values, we expect our pupils to consider others' needs by being understanding, considerate, respectful and tolerant. We teach PSHE to all children, regardless of their ability.

Our teachers provide learning opportunities matched to the individual needs of children with special educational needs (SEND). Interventions will take place through a group intervention plan such as Nurture group or 1:1 support sessions. For able, gifted and talented pupils, teachers will provide additional opportunities

to enhance their higher order thinking skills, using deeper level questions, encouraging the children to reflect on their learning; not just what they have learnt, but how they have learnt it.

### Intended Outcomes

We believe that PSHE should enable 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 doing so, we help develop their sense of self-worth, teach them how society is organised and governed and ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

### The objectives of PSHE are to enable the children to:

- be independent and responsible members of a community, such as school
- be positive and active members of a democratic society
- develop good relationships with other members of the community.
- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues

### Learning and teaching - Principles and Methodology

We use a whole school scheme of work called '1 decision'. The 1decision resources have been produced for Primary aged children and is based on interactive content suitable for all learning styles. Each module has been created by PSHE and Safeguarding experts together with schools and most importantly children. We will determine pupil's prior knowledge and starting points by reflecting on previous units of work and also carrying out a baseline assessment activity which will help teachers to assess what the children already know and identify any misconceptions.

The programme will be taught through a range of teaching methods including drama, written work, group and paired work, videos and making choices which have an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising (Year 6 Charity week) and various events over the year, the planning of special school events, such as the summer fair, fundraising to raise money for school resources etc. and also through involvement in helping other individuals or groups less fortunate than themselves. We will ensure that sessions, including those on risky behaviours or sensitive subjects remain positive and confidential. Each class will create and agree a set of ground rules and the teacher will use a range of approaches such as distancing techniques. We will make links to other areas of the curriculum by teaching some topics in a cross-curricular way. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE. We also develop PSHE through various activities and whole-school events, such as the school council meeting regularly to discuss school issues and improvement.

### The Foundation Stage (EYFS)

We teach PSHE in Reception (EYFS) as an integral part of our topic work. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's Personal, Emotional and Social Development as set out in the ELGs.

### Planning

As of September 2020, some aspects of PSHE and HRSE will become statutory. We as a school have identified the needs of our children and implemented 1Decision. This scheme is used as a starting point for planning within the classes. Each year, the curriculum is evaluated alongside the data collected through the following sources to ensure it is meeting the needs of the children: Analysing the Health LSIP, NCMP data, Liaising with parents/governors to find out what they think the children need to be learning, Liaising with our family support worker to identify issues our families/community are experiencing and Liaising with the children to find out what they think they need to learn during Key Stage 1 and 2.

### Assessment

Our teachers assess children's work in PSHE 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. All classes record their learning and progress and children have individual workbooks.

There is no formal grading for PSHE but assessment is necessary to determine that learning has taken place. A variety of activities will be used for this including:

- Self-assessment
- Peer assessment
- Write and Draw activities
- Discussions and Presentations
- Teacher assessments
- Photographs and video clips of work being done

At all times the positive self-esteem of the pupils will be preserved, and pupils should not be left to feel inadequate personally.

#### Teaching responsibility and staff training

PSHE at Lever House Primary School is led by Mrs. C. Robson (PSHE subject leader) and is taught by teachers. Staff are regularly provided with updates with regard to the curriculum, assessment and subject knowledge. On some occasions, children may have the opportunity to hear visiting speakers, such as health workers, police, and fire officers, whom we invite into the school to talk about their role. When using external speakers to deliver aspects of our PSHE programme, this will be under the direction of the class teacher, the teacher will be present for this and will ensure the school's PSHE and safeguarding policies are followed.

#### Confidentiality and handling disclosures

Each class will set ground rules at the start of the lesson which have been agreed previously by the class and teacher. We will ensure confidentiality by making it clear to the children that there are some things which we cannot offer complete confidentiality about, such as if they or someone else is being harmed. If a child makes a disclosure, the member of staff will follow the guidelines in school 'What

to do if you think a child is being abused'. All staff are aware of and have read part one of 'Keeping Children Safe in Education'.

### Responding to pupils' questions

If a pupil asks a question, wherever possible, these will be answered openly and honestly. However, there may be occasions, when a sensitive subject area is broached, when a teacher offers a different response.

- Sometimes teachers may ask pupils to place their questions in a question box so that he/she can prepare before answering, they will say "I'm not going to answer that now, I will get it answered for you. Write it down and put it in the basket". The teacher will then phone home to speak to the parents and ask if they would like to answer it, if they would like school to answer it or if school and home should answer it together.
- On some (rare) occasions a teacher might refuse to answer a question. However, if this happens they should give the pupil information about who might be able to answer the question.
- It is important to recognise that children often do not want a detailed answer, if they receive a simple answer they may ask a supplementary question but often do not. It is better that they get an honest answer from a teacher rather than a confused answer from a pupil in the playground.
- Where the teacher believes that the pupil may be at risk, appropriate safeguarding steps should be taken.

### Dealing with Sensitive Issues

The staff will aim to be non-judgemental in their approach to the teaching of this subject. Staff may be aware of the individual children's situations and be sensitive to them, for example, open a statement with "the people in your home". We will not present stereotypical views of a family when teaching Growing and Changing Education. There should be a common language for Relationship and Sex Education so that children are not embarrassed by or exposed to inappropriate language. Teachers will use correct biological terminology for parts of the body from Reception upwards. This is consistent with the recommendations for the teaching in Science.

The following words may be used during SRE and Science Lessons as appropriate:

- KS1: Penis, testicles, vagina, breasts, private parts

- KS2: puberty, menstruation, semen, wet dreams, pubic hair, ovaries, fallopian tubes, womb, uterus, cervix, vagina, foreskin, penis, vas deferens, urethra, epididymis, testicles, scrotum, sperm, eggs, conceive, IVF, embryo,

### Involving parents and carers

PSHE is strongest when there is communication and collaboration between school and home. We are committed to working with parents and carers. We will offer support through the schools family support worker (Mrs. Sarson). We communicate with parents and carers by sending home a termly newsletter which tells them what their child will be learning in all subjects that term. We also communicate with parents through Showbie and the school newsletter. We encourage parents to share their views on our curriculum and policies through consultation.

### HRE (Health and Relationship Education)

Our children learn about sex and relationships from a very young age, even if adults don't speak to them directly about it. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective SRE does not encourage early sexual experimentation. Instead it enables young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Lever House Primary School will ensure that parents and carers views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

Lever House has a zero tolerance stance on homophobic, biphobic and transphobic language and will deal with the use of such language and bullying on a par with sexist, racist and disablist language.

Parents are aware of the knowledge, skills and attitudes being taught in HRSE.  
This information is shared in:

- A specific letter in years 5 and 6 will be sent out the half term prior to teaching
- Termly Curriculum Newsletters
- Parents Evening

Our relationship and sex education units can be seen in Appendix 1

Parents **do not** have the right to withdraw their child from any part of health and relationship education. This includes information about puberty in our changing adolescent body unit of work in Years 5 and 6.

Parents **do** have the right to withdraw their child from sex education (our year 6 unit of work). Parents/carers can withdraw their child from any sex education. If a child is withdrawn, it is our responsibility as a school to ensure the pupil/student receives appropriate, purposeful education during the period of withdrawal.'

Parents can withdraw their child from sex education by contacting Miss Cooper by phone or by email or via the school office. Parents must be made aware that information shared in sex education lessons is done sensitively and using child appropriate resources. If children do not take part in these lessons they can often hear incorrect or inaccurate information from their peers or from other sources (e.g. older siblings, internet etc...)

Materials that will be used in the school's HRSE Programme can be seen by parents in school on request to Mrs Robson who is the designated teacher with responsibility for coordinating health, relationships and sex education.

**Policy:** PSHE including HRSE

**Reviewed:** January 2021

**Next Review:** January 2023

**Responsibility:** Headteacher/Governors

## Appendix 1: KS1



### Friendship

#### Learning Outcomes

By the end of the lesson, you should:



- Understand how to be a good friend



### Bullying

#### Learning Outcomes

By the end of the lesson, you should:



- Be able to name a range of feelings
- Understand why we should care about other people's feelings
- Be able to see and understand bullying behaviours
- Know how to cope with these bullying behaviours



# Body Language

## Learning Outcomes

By the end of the lesson, you should:



- Be able to recognise and name a range of feelings
- Understand that feelings can be shown without words
- Be able to see a situation from another person's point of view
- Understand why it is important to care about other people's feelings





# Touch

## Learning Outcomes

By the end of the lesson, you should:



- Understand the difference between appropriate and inappropriate touch
- Know why it is important to care about other people's feelings
- Understand personal boundaries
- Know who and how to ask for help
- Be able to name human body parts





## Relationships

### Learning Outcomes

By the end of the lesson, you should be able to:



- identify the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable



## Puberty

### Learning Outcomes

By the end of the lesson, you should be able to:



- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty



## Conception

### Learning Outcomes

By the end of the lesson, you should be able to:



- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent

