



## **Verwood C of E First School & Nursery**

### **PSHE & RSHE (Relationships, Sex, Health Education)**

**Reviewed February 2023**

This policy outlines the purpose and management of the PSHE and RSE taught and learned at Verwood C of E First School and Nursery. The school policy reflects the consensus of opinion of the teaching staff. The implementation of this policy is the responsibility of all the teaching staff.

### **Aims and Key Principles**

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum.

Personal, Social, Health and Economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our PSHE programme promotes the spiritual, moral, social, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences of later life. Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally influence them. At our school, we embrace the British Values of Democracy, The rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **Pupil Learning Outcomes**

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others

- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## **Relationships and Sex Education (RSE)**

The Relationships, Sex Education and Health Education (RSHE) aspects of Personal, Social, Health and Economic education (PSHE) are now compulsory within all schools.

RSHE covers broad areas of particular relevance and concern to children and young people today - mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about healthy relationships, including understanding consent and negotiating life online. These new statutory requirements do not extend to sex education at KS1 and KS2 (beyond aspects schools are already required to cover in science). As a first school, we are not required to provide sex education apart from the elements included in the primary science curriculum. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age and reproduction in some plants and animals.

At Verwood C of E First School & Nursery, delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum. The relationships and health curriculum have been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

Please see separate Wimborne Academy Trust RSE Policy.

## **Curriculum Content**

PSHE, which includes Relationships and Health Education, is taught weekly.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.

Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

### **What is HeartSmart?**

HeartSmart is a resource that we use to enrich our delivery of PSHE. The program aims to build resilience, strengthen emotional intelligence and develop active empathy. Fundamentally, it teaches our children to love and accept themselves as well as loving and respecting each other. Boris the HeartSmart robot provides a fun and interactive way to explore their hearts - as their heart is the thing that makes each child unique.

### **The HeartSmart High5**

HeartSmart has five key principles that the children revisit and build on each year:

1) Don't Forget to Let Love in! - I am special.

2) Too Much Selfie isn't Healthy! - I love others.

3) Don't Rub it in, Rub it Out! - I am a good friend.

4) Fake is a Mistake! - I tell the truth.

5) 'No Way Through' isn't True! - I can do it.

These five phrases form the theme for each half-term. For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters strands that will be that session's focus. Every plan has child-initiated and Adult-led activity ideas for both the indoor and outdoor learning environment.

## HeartSmart Content

HeartSmart covers all areas of PSHE for the primary phase, as the table below shows:

Key Principle	Content
Intro: Get Into HeartSmart	Learn what it is to be HeartSmart and how we can Power ON to love ourselves and others well.
Don't Forget to Let Love In	Learning how important, valued and loved we are.
Too Much Selfie Isn't Healthy	Exploring the importance of others and how to love them well.
Don't Rub It In, Rub It Out	Understanding how to process negative emotion and choose forgiveness to restore relationships.
Fake Is A Mistake	Unpacking how to bravely communicate truth and be proud of who we are.
'No Way Through' Isn't True	Knowing there is a way through every situation, no matter how impossible it may seem.

Opportunities for linking aspects of PSHE will also be identified and developed by class teachers through our thematic based curriculum. We also aim to cover aspects of PSHE through special theme days and weeks e.g. Healthy Living Week and Children's Mental Health Week.

## Teaching and Learning

In line with our Teaching and Learning Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and

learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

In Reception links are made with learning opportunities for personal, social and emotional development. In KS1 and KS2, PSHE lessons are part of the weekly timetable. Learning opportunities in other subjects through our theme led curriculum are being developed and specific events and activities are to be planned into the school year to enrich learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within PSHE and citizenship.

Where possible as a school we try to develop our PSHE ethos to many aspects of school life. "Respect" is one of our core values. We aim to put this into practise by valuing the opinions and ideas of our pupils. We try to involve our pupils in new initiatives that have strong PSHE links. Classes use kindness monsters to encourage children to voice their concerns. Our school council is also very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life.

## **Parental and Community Involvement**

Working with parents is a vital part of the whole school approach to PSHE. Parents and carers have an important role to play in teaching children and young people about healthy relationships; parents and carers play a core role and we therefore welcome their engagement with our programme. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents routinely about the school's PSHE/RSE policy and practice (letters/emails/parent information evening/ website).
- The curriculum content (planning overview) for each year group is shared and explained.
- Any parents wanting more information about our RSHE curriculum can contact a member of the Senior Leadership Team or the PSHE Leader.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school.
- Conduct consultation every two years about any needs in relation to our RSE programme and policy.

We also have a close relationship with our Foundation church; St Michael's who lead worship in the school. We aim to involve outside agencies, including NSPCC, School Liaison Police Officer, school nurse, e-safety advisors, fire services to deliver aspects of the PSHE curriculum where possible.

## **The Right to Withdraw**

Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned

discussions. We are committed to ensuring that Relationships and Sex Education is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. In line with statutory guidance, we recognise that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), but not from Relationships Education. Our current policy is that the school does not currently teach any of the non-statutory components of sex education. However, any concerns will be listened to and you are invited in to see the head teacher to discuss these.

## **Monitoring and Evaluation**

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of personal learning journals
- Staff meetings to review and share ideas

## **Links with Other Policies**

We recognise the clear link between PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate

- Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy
- Intimate Care Policy
- RE Policy
- Safeguarding Children Policy
- SEND Policy
- Learning and Teaching Policy

## **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Verwood First School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.