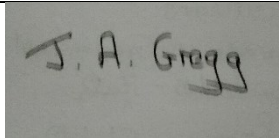




DERWENT VALE PRIMARY AND NURSERY SCHOOL

PSHE (Including RSE)

Approved by	
Name:	Jen Gregg
Position:	Chair of Governors
Signed:	
Date:	13 th July 2023
Proposed review date:	July 2025
Subject Leader:	Shannon Atkinson

Achieving Together

Our School Vision

Derwent Vale Primary and Nursery School is a school that is firmly at the heart of its community. We are a school where individuals are valued and children, parents, staff and governors work tirelessly to achieve together. We are a happy and successful school that is committed to children's well-being, high academic achievement and developing a sense of community. We take great pride in the inclusive and nurturing environment that we provide and which allows our children to grow into confident, resilient and inquisitive individuals.

We have an exciting curriculum that is carefully sequenced to provide the foundations of learning that give our children the knowledge and skills to be successful. We place great emphasis on enriching the curriculum with visitors, educational visits, memorable moments and residential experiences.

Policy Statement

At Derwent Vale Primary and Nursery School, we are committed to providing all children with learning opportunities to engage in PSHE and RSE. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching, and assessment. It has been developed through a process of consultation with school staff and governors.

PSHE and RSE supports children and young people's personal development including their spiritual, moral, social, and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive fulfilled lives.

At Derwent Vale Primary and Nursery School, RSE is enhanced by a supportive ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Intent

Purpose of Study

By providing high-quality PSHE education, we enable our pupils to gain knowledge, skills and attitudes that they need to effectively navigate the complexities of life in the 21st Century. Our goal is to support children to make informed choices around their health, safety, wellbeing, relationships and financial matters to foster them in becoming confident and healthy individuals and active members of society.

Children's learning will significantly contribute to their personal development and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

The school also places a high value on enrichment experiences and external visits – each of which are planned to support the objectives of our PSHE/RSE curriculum. Examples include outside learning, residential trips, visits to local museums etc. Additionally, we deliver specific interventions to enhance social and emotional development: Drawing and Talking, Nurture Group, Emotional Learning Support etc.

Aims

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.

- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

Equality

Under the Equality Act 2010, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without.

The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND). The PSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Implementation

At Derwent Vale, we use the Kapow Primary scheme which covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. The scheme also covers wider PSHE learning using the PSHE Association, in line with the requirement of the National curriculum (2014).

We have audited it against the National curriculum and statutory guidance to ensure full coverage and added in enrichment activities where needed to ensure it is taught in full, as a minimum, and surpassed. As we have mixed-year classes, lessons are taught in a two-year cycle (Cycle A and Cycle B). Each area is revisited to allow children to build on prior learning. Each lesson is taught at an appropriate level for their age and developmental stage, building on the previous year's learning.

Our Curriculum

Our PSHE & RSE curriculum provides our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. The aim is to teach fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The PSHE programme of study covers the following topics:

- Family and relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing
- Identity (Y6 only)

Each area is revisited in increasing depth every year PSHE content is delivered primarily through Kapow Primary RSE/PSHE scheme of work which covers Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. It also covers wider PSHE learning in line

with the requirement of the National Curriculum.

The school teaches PSHE every week during the year on Friday afternoons by the usual class teacher. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

Safeguarding and the right to withdraw

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk. PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding related elements of the PSHE curriculum.

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education. A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum. The suggested Kapow Primary lessons that are deemed to be 'sex education' lessons are:

- Safety and the changing body: To understand the biology of conception (Year 6).
- Safety and changing body: To understand the development of the baby during pregnancy (Year 6).

Impact

By the end of EYFS, children will make good progress against the Early Learning Goals. Children should be able to self-regulate, build strong relationships and manage themselves.

By the end of Key Stage 1, children should have a growing awareness of wider family relationships, their own feelings and self-regulate their own feelings, understand how other people feel, begin to develop calming strategies and improve their own physical and mental well-being, understand sun safety and appreciate the importance of sleep and a good bedtime routine. They will also understand how to stay safe when crossing the road, how to make an emergency call and learn about people who help keep us safe in our community.

By the end of Key Stage 2, children should have continued to build on the knowledge from KS1 of personal safety, safety within the community and relationships with others. In addition to this, their understanding of economic wellbeing (which is covered in all key stages) will become more secure and they will understand how to keep money safe, have aspirations for their future career, understand personal identity, develop positive emotions towards their body image. Year 6 children will also be prepared for secondary school through a transition unit that enable them to consider and discuss their emotions regarding the move from Year 6 to Year 7.

Assessment and Recording

We use assessment to inform planning and to implement differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible; questions are posed to challenge or deepen knowledge.

Monitoring

Monitoring takes place regularly through lesson observations. We have regular visits from foundation

governors to discuss our PSHE/RSE curriculum, teaching and learning.