

Roche CP School PSHE/RSE policy 2020

This policy has been developed in consultation with staff and parents/ carers at the school. It will be reviewed every two years and approved by the governing body and headteacher.

At Roche School, we believe that PSHE (Personal Social and Emotional Education) is a vital part of our curriculum as it helps our pupils to make informed decisions about their wellbeing, health and relationships and gives them the knowledge and skills required to face challenges, solve problems, build resilience and lead a happy and healthy adult life. It teaches children about living in the wider world, about the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance and about how to become caring and compassionate citizens. It also promotes the values of kindness, integrity, generosity and honesty.

PSHE lessons take place on a weekly basis and are taught through the Cornwall and Isles Scilly PSHE Curriculum and Go Givers lessons. The lessons are delivered by the class teachers and can be grouped into three categories: relationships education health education and living in the wider world. Throughout the school, we will encourage children to use the correct language and terminology, for example, when talking about parts of the body or when learning about legal and illegal types of drugs. This is to equip children with the knowledge, understanding and vocabulary they need to look after themselves and to confidently seek support if ever needed. As well as weekly lessons, the personal, social and health development of our pupils is a priority and greatly valued throughout the school. This is reflected in our whole school approach to PSHE with assemblies dedicated to areas of the subject.

From September 2020, Relationships Education will become a statutory aspect of PSHE in primary school. Relationships Education can be defined as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. In line with the statutory requirements, the objectives we will cover are:

Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability;• the characteristics of healthy family life, commitment to each other, including 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;• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
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	<ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends; • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties; • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded; • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right; • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs; • practical steps they can take in a range of different contexts to improve or support respectful relationships; • the conventions of courtesy and manners; • the importance of self-respect and how this links to their own happiness; • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority; • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help; • what a stereotype is, and how stereotypes can be unfair, negative or destructive; • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not; • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous; • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;

	<ul style="list-style-type: none"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met; • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context); • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe; • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact; • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know; • how to recognise and report feelings of being unsafe or feeling bad about any adult; • how to ask for advice or help for themselves or others, and to keep trying until they are heard; • how to report concerns or abuse, and the vocabulary and confidence needed to do so; • where to get advice e.g. family, school and/or other sources.

As part of the Equality Act 2010, schools have a duty to ensure that no one experiences discrimination or inequality. Children will learn about different types of families and relationships including LGBT+ and that all types of families should be characterised by love and care. An understanding for all pupils of healthy relationships and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults. It is essential to build a culture in which discrimination and inequality such as sexism, misogyny, homophobia and racism is not tolerated in our school.

Although not statutory, Relationship and Sex Education (RSE) is taught in Year 5 and 6 at our school. We believe that age-appropriate RSE will equip children with important knowledge and understanding to help them to make informed decisions when they are older; it is not about the promotion of sexual activity. Some biological aspects of sex education are also taught within the science curriculum. In Year 5 and 6, children are taught about:

- reproduction and how a baby is conceived;
- reasons for having sex including to reproduce and for pleasure;
- the importance of consent and the law.

Parents/ carers have the right to request that their child is withdrawn from the non-statutory aspects of RSE. If necessary, this can be discussed with the head teacher.

Health Education

Health Education is also now a statutory part of PSHE in the primary school. It includes learning about both physical and mental wellbeing. At Roche School, we value the importance of both mental and physical health and the relationship between the two. We teach children about the benefits and importance of exercise, good nutrition and sufficient sleep and give pupils the language and knowledge to talk about their bodies, health and the emotions they experience. In line with the statutory requirements, the objectives we will cover are:

Mental wellbeing	Pupils should know <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<ul style="list-style-type: none">• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing;• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)<ul style="list-style-type: none">• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	Pupils should know <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.

	<ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

	<ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Ensuring Inclusion

All children will be included in our PSHE lessons. For our SEND children, differentiation might be required to ensure the lesson is accessible. Sometimes, small group or 1:1 work will be applied so children can access the learning at a stage- appropriate level. Small group or 1:1 work is used for children who might need additional time to clarify their understanding.

Answering Children's Questions

We always encourage children to ask questions in order to find out more or clarify their thinking. Adults in the school always endeavour to respond to questions effectively so that children don't seek answers from sources which could be less reliable such as the internet. On occasions, adults may need time to consider their responses, in particular, for questions on a sensitive topic; they may need time to reflect whether the question/ response is age-appropriate or suitable for the whole class to hear. In such a case, adults will explain to the individual that they are going to think about how to respond before answering the question but will get back to them. Discussions with colleagues and the parents/ carers will help to clarify how to respond to the question in an effective and age-appropriate way whether on a whole class or one-to-one level.

Assessment and monitoring arrangements.

Teachers will use formative assessment to inform future lessons and to identify where pupils need extra support or supervision. The subject will be monitored by work scrutiny and discussions with pupils.

Date: September 2020

Review Date: September 2022