



Clutton Church of England Primary

LEARNING FOR LIFE

POLICY -

RSE and PSHE

June 2021

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Statement of Intent

At Clutton Church of England Primary School, the principal aim of PSHE and RSE is to allow pupils to develop the skills, knowledge and understanding they need to be informed and lead healthy, safe, confident and independent lives. When delivered well, RSE and PSHE education has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Signed by:

_____	<u>Headteacher</u>	Date: _____
_____	<u>Chair of Governors</u>	Date: _____

Statutory Requirements

From the academic year 2020-2021, all primary schools in England must teach Relationships and Health Education. The government has set out guidance about what they expect children to know by the time they leave primary education but it is up to schools to decide how they will teach this. The aim of this policy is to share our approach and clarify exactly what we will be teaching and when.

There is no legal requirement for schools to teach sex education but the government recommends children learn about some key areas before they leave primary school. Many schools, including ours, have been teaching these topics for a number of years as part of their PSHE curriculum. As with other subjects, we will work hard to make sure the lessons meet the needs of the children and are age appropriate. These topics are really important in helping children deal with current experiences and also to prepare them for the next stage of their education and ultimately for adult life.

Schools and the government recognise the important role parents and carers play in educating pupils and this is especially true for RSHE. It is important that children can discuss and ask questions both at home and at school.

Implementation

Our school has chosen to use the Kapow Programme as a vehicle for teaching RSE and PSHE education. Through using the Kapow programme, our children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It develops the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.

The Kapow programme is implemented throughout the whole school from Year 1 to Year 6 during weekly whole class 'Learning for Life' lessons focusing on different units each term. Discrete PSHE lessons are necessary as it is not possible to achieve continuity, progression and meaningful assessment from a cross-curricular approach. We have decided to use the term 'Learning for Life' instead of the acronyms RSE and PSHE as we feel that this is easier for the children to understand and also sums up the underlying aims of the curriculum. These lessons cover all the statutory requirements of the RSE curriculum and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

Parents and carers may feel concerned about the conversations children may have in our 'Learning for Life' lessons, but teachers have lots of ways to make sure children are safe in these lessons. For example, they will have ground rules to make sure children feel confident to share their ideas, they will use things like puppets and stories, so children are discussing a made up characters' experiences rather than their own. They also know the children in their class well and will have a sense of their needs and what they teach will be age appropriate.

It is important to balance what children know already and to prepare them for the future. Discussing issues in the safe learning environment of the classroom before they experience them in real life is very valuable for children.

The Kapow programme divides the academic year into five themed units:

1. **Families and Relationships**, including bullying stereotyping and respecting differences.
2. **Safety and the changing body**, featuring digital safety, road safety, puberty and first aid.
3. **Health and wellbeing**, exploring physical and mental health.
4. **Citizenship**, looking at responsibility, community and democracy.
5. **Economic wellbeing**, exploring money and career aspirations.

Each year group also spend one lesson at the end of the year focusing on the theme of **transition**.

As we have mixed age group classes in our school, our PSHE and RSE curriculum is taught over a two year rolling programme. We have included our curriculum overview below, so that you can see exactly what is being taught to each class and when.

Personal, Social, Health, Economic, Relationships and Sex Education Curriculum Overview				
Year 1: September 2021 – July 2022				
What is the 'Learning for Life' topic?	When in the year is it to be taught?	Year 1 and 2 curriculum content	Year 3 and 4 curriculum content	Year 5 and 6 curriculum content
Families and relationships	Autumn 1	<ul style="list-style-type: none"> • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Healthy families • Friendships – conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying
Safety and the changing body	Autumn 2	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails 	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty,

		<ul style="list-style-type: none"> • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	<ul style="list-style-type: none"> • Drugs, alcohol & tobacco • Keeping safe out and about 	<p>including menstruation)</p> <ul style="list-style-type: none"> • First aid • Drug education <p>Year 6 only:</p> <ul style="list-style-type: none"> • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	Spring 1	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My super powers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety
Citizenship	Spring 2	<p>Responsibility</p> <ul style="list-style-type: none"> • Rules • Caring for animals • The needs of others <p>Community</p> <ul style="list-style-type: none"> • Similar, yet different • Belonging <p>Democracy</p> <ul style="list-style-type: none"> • Democratic decisions 	<p>Responsibility</p> <ul style="list-style-type: none"> • Rights of the child Rights and responsibilities • Recycling <p>Community</p> <ul style="list-style-type: none"> • Local community groups • Charity <p>Democracy</p> <ul style="list-style-type: none"> • Local democracy • Rules 	<p>Responsibility</p> <ul style="list-style-type: none"> • Breaking the law • Rights and responsibilities • Protecting the planet <p>Community</p> <ul style="list-style-type: none"> • Contributing to the community • Pressure groups <p>Democracy</p> <ul style="list-style-type: none"> • Parliament
Economic wellbeing	Summer 1	<p>Money</p> <ul style="list-style-type: none"> • Introduction to money • Looking after money 	<p>Money</p> <ul style="list-style-type: none"> • Ways of paying • Budgeting • How spending affects others 	<p>Money</p> <ul style="list-style-type: none"> • Borrowing • Income and expenditure • Risks with money

		<ul style="list-style-type: none"> Banks and building societies Saving and spending Career and aspirations <ul style="list-style-type: none"> Jobs in school 	<ul style="list-style-type: none"> Impact of spending Career and aspirations <ul style="list-style-type: none"> Jobs and careers Gender and careers 	<ul style="list-style-type: none"> Prioritising spending Career and aspirations <ul style="list-style-type: none"> Stereotypes in the workplace
Transition	Summer 2	1 lesson	1 lesson	1 lesson
Identity	Summer 2			Year 6 only: <ul style="list-style-type: none"> What is identity? Gender identity Identity and body image

Personal, Social, Health, Economic, Relationships and Sex Education Curriculum Overview Year 2: Sep 2022 – July 2023				
What is the 'Learning for Life' topic?	When in the academic year is it to be taught?	Year 1 and 2 curriculum content	Year 3 and 4 curriculum content	Year 5 and 6 curriculum content
Families and relationships	Autumn 1	<ul style="list-style-type: none"> Families offer stability and love Families are all different Managing friendships Unhappy friendships Valuing me Manners & courtesy Loss and change 	<ul style="list-style-type: none"> Respect & manners Healthy friendships My behaviour Bullying Stereotypes Families in the wider world Loss and change 	<ul style="list-style-type: none"> Respect Developing respectful relationships Stereotypes Bullying Being me Loss and change
Safety and the changing body	Autumn 2	<ul style="list-style-type: none"> The Internet Communicating online Secrets and surprises 	<ul style="list-style-type: none"> Online restrictions Share aware Basic first aid 	<ul style="list-style-type: none"> Drugs alcohol & tobacco First aid Critical digital consumers

		<ul style="list-style-type: none"> • Appropriate contact • Road safety • Drug education 	<ul style="list-style-type: none"> • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	<ul style="list-style-type: none"> • Social media <p>Year 6 only:</p> <ul style="list-style-type: none"> • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	Spring 1	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Physical health concerns • Habits – positive and negative
Citizenship	Spring 2	<p>Responsibility</p> <ul style="list-style-type: none"> • Rules beyond school • Our school environment • Our local environment <p>Community</p> <ul style="list-style-type: none"> • Job roles in our local community • Similar yet different: My local community <p>Democracy</p> <ul style="list-style-type: none"> • School Council • Giving my opinion 	<p>Responsibility</p> <ul style="list-style-type: none"> • What are human rights? • Caring for the environment <p>Community</p> <ul style="list-style-type: none"> • Community groups • Contributing • Diverse communities <p>Democracy</p> <ul style="list-style-type: none"> • Local councillors 	<p>Responsibility</p> <ul style="list-style-type: none"> • Human rights • Food choices and the environment • Caring for others <p>Community</p> <ul style="list-style-type: none"> • Prejudice and discrimination • Valuing diversity <p>Democracy</p> <ul style="list-style-type: none"> • National democracy
Economic wellbeing	Summer 1	Money	Money	Money

		<ul style="list-style-type: none"> • Where money comes from • Needs and wants • Wants and needs • Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> • Jobs 	<ul style="list-style-type: none"> • Spending choices/ value for money • Keeping track of money • Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> • Influences on career choices • Jobs for me 	<ul style="list-style-type: none"> • Attitudes to money • Keeping money safe • Gambling <p>Career and aspirations</p> <ul style="list-style-type: none"> • What jobs are available? • Career routes
Transition	Summer 2	1 lesson	1 lesson	1 lesson
Identity	Summer 2			Year 6 only: <ul style="list-style-type: none"> • What is identity? • Gender identity • Identity and body image

RSE and PSHE education in the Early Years

In the Early Years Foundation Stage, the curriculum is divided up into seven areas of learning. RSE and PSHE education sits within the prime area of Personal, Social and Emotional Development. By the end of Reception, children should be expected to:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions;
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices;

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Impact

At Clutton Church of England Primary School we seek to ensure that the RSE and PSHE education that we teach improves the physical, mental, and social well-being of pupils. Through our 'Learning for Life' lessons, we believe we can enhance children's education and help them to become caring, respectful, aspirational, confident and safe individuals. Providing a consistent and regular delivery of Kapow allows us to fulfil this.

Assessment

Children need regular opportunities to reflect on and identify what they have learned and what they need to learn next. Teachers also need to gauge pupils' progress and make informed improvements to their learning if required. Assessment therefore has to be an integral part of the teaching and learning in RSE and PSHE education, as it is in all subjects. PSHE education cannot however be assessed in the same way as most other subjects. It would be inappropriate for assessment in RSE and PSHE education to imply passing or failing for instance, as this might imply passing or failing 'as a person', given the subject's personal nature. It is however, possible to recognise and evidence progress and attainment in RSE and PSHE education knowledge, understanding, skills and attributes.

In Clutton Church of England Primary School, we will follow a model of assessment that starts with carrying out an initial assessment activity for each new topic and series of lessons. This gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs, and informs teachers' planning. An end assessment then demonstrates the progress pupils have made since the baseline activity.

Right to withdraw

At Clutton Church of England Primary School, we recognise the role of parents in the development of their children's understanding about relationships and sex is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All the content outlined in our curriculum overview (with the exception of two lessons in Year 6) is statutory and therefore all children should be taught it. As with any other subject, teachers will ensure that the lesson is taught in a way which means children of all abilities will learn. The government is very clear that they want children with special educational needs (SEN) to be included in these lessons. These children are often more vulnerable and therefore this learning is of vital importance to help to keep them safe. For this reason, we

have decided that any out-of-class interventions that a child receives will not take place during our 'Learning for Life' lessons.

As a parent or carer, you do not have the right to withdraw your child from any of the statutory content on either relationships or health. You only have the right to withdraw your child from the sex education content that we choose to teach, apart from National Curriculum Science. Within the Kapow programme, these would be:

- Year 6 > Safety and the changing body > Lesson 5: Conception
- Year 6 > Safety and the changing body > Lesson 6: Pregnancy and birth

If parents or carers have any concerns about what is being taught to their child, they are encouraged to discuss these with the headteacher. Our lesson resources contain whiteboard presentations, printable activity sheets, images, and five bespoke pupil videos for the more complex topics of the changing adolescent body, puberty, menstruation, conception, pregnancy and birth. All of these resources can be viewed by parents and carers upon request, if they wish.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Confidentiality

Teachers conduct RSE and PSHE education lessons in a sensitive manner; however any disclosures will be brought to the attention of our Safeguarding lead, Mrs Carciro and/or Deputy Safeguarding Lead Mrs Browne. The matter will be dealt with in line with our Safeguarding procedures (see Safeguarding and Child Protection Policy.)