



The Grove Primary School

"The Grove School Cares"

PSHE including statutory RSHE
Policy

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1. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships and Health Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and draws on knowledge of the human life cycle set out in the National Curriculum for Science.

We at The Grove Primary school acknowledge that under the Education Act 2002 all schools must provide a broad and balanced-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health and Economic (PSHE) education provision.

2. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE provision, including statutory Relationships and Health education, and non-statutory sex education (where appropriate), as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied.

At The Grove Primary School, our Relationships Education provides our children with the essential skills needed to build healthy, positive, respectful and safe relationships. It focuses on friendships, family relationships and relationships with peers and adults, including relationships on and off-line. It encompasses our school vision through which we are dedicated in providing a happy and caring community where everyone feels safe, valued and equal and promotes an ethos of inclusion, acceptance, tolerance and respect.

The focus of our Health Education at The Grove Primary School is on teaching the characteristics of good physical health and mental wellbeing. Puberty including menstruation is covered in Health Education.

Our school PSHE provision supports or aims of developing confident citizens and successful learners who are creative, resourceful and helps them to be able to identify and deal with issues that they face every day such as friendships, emotional wellbeing and change. The school has a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop their self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness; thus, become responsible citizens.
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring and respectful attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers; who make the most of their own abilities.

- Understand how society works and the laws, rights and responsibilities involved.

3. How PSHE education, including Relationships Education, is provided and who is responsible for this

At The Grove Primary school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. SCARF stands for Safety, Caring, Achievement, Resilience, Friendship and it promotes positive behaviour, mental health, wellbeing, resilience and achievement. It covers all of the DfE's statutory requirements for Relationships and Health Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the needs of our children and the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Nicola Duggan, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

4. What is being taught

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities,



as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults.

In Y5, children are taught about the life cycles of humans and animals. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens during puberty.

In Y6, non-statutory sex education will be taught at the discretion of the teacher. This decision will be made on a yearly basis, using their knowledge of the class, assessing the needs and developmental level of the cohort, and using their professional judgement.

Beyond the planned programme for PSHE, we provide our children with a variety of experiences and opportunities to further learn about PSHE. These opportunities have the potential to promote their personal and social development and their economic education. These may include assemblies, cross curricular teaching, fund raising and charity events- interaction with members of the local community, clubs, extra-curricular activities such as outdoor pursuits and team building, the School Council, visiting speakers and professionals, visits to places of interest, residential and themed days.



Relationships and Health Education will also be covered in Computing and E-Safety lessons– this will include teaching pupils how to be safe online, and about cyberbullying.

5. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week as a timetabled lesson, throughout the whole year in their usual classes, in mixed sex groupings. Through weekly timetabled PSHE lessons children have access to key and accurate knowledge, language and meanings. They will develop their understanding of PSHE and will be given opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities. They will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life. PSHE (including relationship and where appropriate sex education) is taught at an age-appropriate way, using a range of teaching strategies such as: circle time, role-play, discussions (whole class, individual, small group or in pairs,) stories e.g. exploring behaviour of characters and creative activities. Visitors such as the emergency services and the school health advisor offer additional learning and complement our PSHE curriculum.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics, This includes a confidentiality statement understood by adults and children in Key Stage 2. The teachers will also use a range of skills, including an anonymous question box. Teachers will answer children’s questions factually and honestly in an age-appropriate way. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children’s whose questions go unanswered may turn to inappropriate sources of information. At The Grove Primary School, all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity and to ensure that safeguarding is paramount. The words which will be used are penis, vulva, vagina, testicle, scrotum, anus, and breasts. Through the teaching of the correct vocabulary, children will have the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. Staff will respond to any disclosures following the schools safeguarding procedures/child protection policy.

6. How PSHE education is monitored, evaluated and assessed

Assessment of learning within PSHE is carried out using the SCARF assessment tools. It is completed by the class teacher using the SCARF ‘Pre and Post’ unit assessment. Pre unit responses provide a baseline to establish their prior knowledge, skills and attitudes, also identifying areas that will benefit from a particular focus.



Comparing 'before and after' responses help to demonstrate progress and identify any remaining gaps.

These assessments are used alongside assessment for learning opportunities, such as a lesson plenary, a new lesson starter to reflect on previous learning and assessment against the lesson learning outcomes to demonstrate progression of both skills, knowledge and understanding, interpersonal skills, and attitudes

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead updates governors and staff leaders yearly on relevant changes, progress and creates an action plan where areas for development are identified.

7. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. SCARF lesson plans are flexible and allow for teachers, to adapt curriculum content where necessary to meet the needs of the children in their class. We will ensure that all pupils receive PSHE education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. Extra support is provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. In class support may be provided for children experiencing difficulties or for those with SEMH needs, on a one-to-one basis or via our pastoral lead Rachel Crowe, should they need it.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty. This is to help develop empathy and understanding and to reduce incidences of teasing or stigma. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Advise from the school nurse or outside agencies may

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.



8. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child.

The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal. The head teacher/RSE lead will document the process and outcome.

Ongoing communication with parents about what is planned to be taught and when, will be provided through Tapestry. We advise parents in advance on what will be taught in order to support them in carrying out their responsibilities relating to providing and discussing RSE at home. It is valuable for a child's development to learn about their own families' values in regards to relationships and sex alongside the information they receive at school. Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Parents/carers are welcome to review any RSE resources the school uses.

9. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy of the policy should make a request to the school office.

Should further information about PSHE education be required, please contact the head teacher Bernadette Atkinson or PSHE education lead Nicola Duggan.

10. Policy Review and Development Plan

The policy will be reviewed every two years, in consultation with parents, teachers and other school staff, governors and pupils.

This policy should be read in conjunction with the following:

- Safeguarding/Child Protection policy
- Anti-bullying policy
- Equality information and objectives policy
- DfE 'Keeping children safe in education' (2022)