



Peters Hill
Primary School

Peters Hill Primary

Ambition

Belief

Compassion

Pride

Respect

Peters Hill Primary School
Personal Social and Health Education 2022
Relationships and Sex Education Policy 2022

Introduction

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Peters Hill Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study developed and adapted from the PSHE Association's Primary Scheme of Work, which is recommended by the Department for Education.

Relationships Education, Relationships and Sex Education (RSE) and Health Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Our programme of Study not only reflects the specific needs of the pupils of Peters Hill but also reflects the universal needs shared by all pupils.

As a maintained primary school, from 2020, we must provide relationship and health education (RS&HE) to all pupils as per section 34 of the Children and Social work act 2017. As we already deliver a comprehensive PSHE program; we have reviewed and adjusted it to meet the Department of Education (DfE) expectations.

Relationship and health education will be taught as part of our PSHE curriculum.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. As part of their PSHE lessons (Health Education), pupils in Years 5 and 6 will receive stand-alone puberty lessons, delivered by a trained health professional.

Right to withdraw

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSHE.

Intent

Our school's overarching intent for our pupils is to provide a personal, social, health and economic (PSHE) education programme of study which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

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Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

Implementation

The scheme of work has three core themes, the same for each key stage. The scheme of work can be viewed on our website. Each core theme is divided up into three topic areas:

Core Theme 1: Health and Wellbeing

- Healthy lifestyles – Living long living strong
- Keeping safe – Dear diary / Say no
- Growing and changing – Growing up

Core Theme 2: Relationships

- Healthy Relationships – Daring to be different / Be friendly be wise / People around us
- Feelings and emotions - Daring to be different / Be friendly be wise / People around us
- Valuing difference - Daring to be different / Be friendly be wise / People around us

Core Theme 3: Living in the Wider World

- Rights and responsibilities – We're all stars/It's our world
- Taking care of the environment – Who likes chocolate / Joining in and joining up
- Money matters

Whilst PSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

Organisation/provision

We teach PSHE & RSHE in a variety of ways. We have dedicated curriculum time/lessons, where the lessons are delivered by teachers, using the scheme of work developed from the PSHE Association website. PSHE is also covered through other areas of the school's curriculum; e.g. Religious Education. In addition, PSHE is developed through whole-school activities and events we aim to achieve the following for all pupils:

- Our school council; the representatives from each class meet regularly to discuss school matters.
- Our Eco Council : the representatives from each class meet regularly to discuss eco matters.
- We offer two residential visits in Key Stage 2: Year 4 visit Pioneer outward bound centre and Year 6 visit to London, where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities for cultural experiences
- Themed weeks; our children take part in themed weeks and whole school events.
- Visiting speakers.
- A variety of clubs.

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We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

Foundation Stage – Needs to develop attach PSED

In the Foundation Stage, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy. Children in the Foundation Stage are placed in pastoral groups and attached to a key adult, daily pastoral group activities always have many PSHE elements incorporated into them.

Teaching PSHE to children with special needs

All pupils, regardless of their needs must be part of PSHE & RS&HE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets. For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Equality and Diversity

At Peters Hill Primary School, PSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

PSHE and Computing

Learning in PSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils' to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Assessment and recording

We will assess the pupils' learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem. In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Pupils have a specific PSHE lessons and they record their work in their curriculum book throughout the year. Their work is marked in line with the school's marking policy.

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The school is a member of the PSHE Association, an excellent website which is endorsed by the DfE and includes curriculum guidance, lesson plans, resources, and CPD training.

Monitoring and review

The PSHE Co-ordinator and SLT are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject.

The policy was written and reviewed in the 2022 academic year by the PSHE co-ordinator, after consultation with parents and staff and has been approved by the governors. It is up to date with current guidance from the Government and DfE. It will be reviewed in the 2023/2024 academic year.

Glossary

PSHE - Personal Social and Health Education

RSE - Relationship and sex education

SLT - Senior Leadership Team

(RS&HE) - Relationship, sex and health education

DFE - Department of Education

CPD - Continuing Professional Development

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Peer on Peer Abuse

At Peters Hill Primary School we are committed to the prevention, early identification and appropriate management of peer on peer abuse. In particular ensuring that our school staff protect our children by, wherever possible being aware of the nature and level of risk that children are exposed to, having a clear and comprehensive strategy specific to that child's safeguarding context and having a whole school contextual safeguarding approach to preventing and responding to peer on peer abuse. This policy is preventative in its response to peer on peer abuse by raising awareness of issues, supporting staff in identifying them with children, and providing appropriate response and intervention that is followed consistently across the whole school workforce.

Peer on peer sexual abuse is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2021a). It can be harmful to the children who display it as well as those who experience it.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online harassment, which may be standalone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

At Peters Hill Primary School we have the following policies in place that should be read in conjunction with this policy: Child Protection Policy Anti-Bullying Policy Behaviour Policy

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, Peters Hill will consider if to use extra pastoral support for children with SEN and disabilities particularly when investigating any form of peer on peer abuse.

Impact

The Safeguarding team and the governing body monitors the impact of our peer on peer abuse policy. This reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Safeguarding team gives serious consideration to any comments from parents about the peer on peer abuse policy and teachings, and makes a record of all such comments.



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This policy will be reviewed every two years, or earlier if necessary. It is the responsibility of the Safeguarding team and PSHE subject leader to provide a comprehensive understanding across the primary phase. It is also the responsibility of the subject leader to monitor and evaluate the curriculum. The monitoring will be through informal observations, pupil interviews, staff interviews and book scrutiny's where appropriate

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