



## **Family, Faith and Fascination**

# **PSHE (Personal, Social, Health & Economic Education) & Relationships Education Policy**

## **Boutcher C.E. Primary School**

Reviewed by:	Ashlie Dixon
Last reviewed during:	Spring 2021 (response to COVID)
Next review due by:	Spring 2022

This policy reflects the Key Stage 1 and 2 statutory requirements that were expected to be put into place from September 2020 but have been delayed until September 2021, due to COVID.

The Health Education and Relationships Education aspects of PSHE is now compulsory in all Primary Schools (from September 2021)

Sex Education will be a statutory requirement in Secondary Schools and therefore, Boutcher will only be delivering the Relationships aspect of Relationships and Sex Education. **Therefore, this policy is referred to as Relationships Education, rather than Relationships and Sex Education.**

### **Definition:**

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

When learning about relationships, it involves a combination of sharing information, and exploring issues and values.

### **Aims and Key Principles:**

At Boutcher, we believe that PSHE helps give pupils the knowledge, skills and understanding to live confident, healthy and independent lives so that they are able to become informed, active and responsible citizens. The work we do in PSHE is a planned programme of study and learning through a whole school approach.

Under the new guidance issued by DfE, Relationships Education will be compulsory. We believe that, to be effective, Relationships Education must be taught within the broader PSHE education programme. The focus in Primary school will be on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with their children and with adults. This begins in Reception, where we begin the journey of building on taking turns, treating others with kindness and respect, being honest and telling the truth, asking for help and exploring relationships like friendship, family and the people in our lives who help and support us.

Relationships Education at Boutcher is about the emotional, social and physical aspects of growing up, healthy relationships and health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

The curriculum intent at Boutcher School is to raise aspirations and achievement through the experiences children have, the way the curriculum is designed and the outcomes that they achieve as a result of this curriculum intent.

The curriculum at Boutcher is underpinned by and driven by an understanding of:

-The school's distinctive ethos as a Church of England Primary School

and

-The culture and diversity of the school population and community.

Every child at Boutcher is valued and encouraged to achieve their full potential and every member of our school community is encouraged to respect and value each other. We aim to make links within our PSHE and Relationships Education teaching, wherever possible to our Christian values, worship, RE and other areas of the curriculum at Boutcher School.

We are committed to serving the community of Bermondsey and its surrounding areas. We recognise the multi-cultural nature of our community and those that we serve. We recognise the

vital role, we as teachers have in ensuring our children embrace the British values of democracy, the law, individual liberty, mutual respect and tolerance of those with different faiths or beliefs.

Our PSHE and Relationships Education Teaching gives our children opportunities to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value themselves and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active learner
- Be active citizens in their local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### **Curriculum content:**

PSHE, including RSE is generally taught weekly. It is planned by using guidance from the PSHE Association programmes of Study and Southwark's Wellbeing Primary Framework.

There are three core themes:

#### CORE THEME 1: HEALTH AND WELLBEING

*This core theme focuses on:*

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

#### CORE THEME 2: RELATIONSHIPS

*This core theme focuses on:*

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

### CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

*This core theme focuses on:*

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

### **Learning and Teaching:**

We use the three core themes spread out across Autumn, Spring and Summer terms to teach our PSHE and Relationships Education learning.

We will often take part in workshops or activities relating to national events or School events/themes such as:

Anti-Bullying Week

Children's Mental Health Week

Healthy and Fitness Week

Inclusivity is an important part of teaching at Boutcher and we promote a safe and stimulating learning environment where discussion, interaction and sharing views and ideas are planned to give children the opportunities to reach their full potential.

We ensure we have an established safe and positive learning environment based on turn taking, listening, using kind words, right to have a turn to share or choose to not share an idea.

Where possible, at Boutcher we aim to develop our PSHE and Relationships Education mindset through the opportunities and experiences we give the children in our school.

Everyone has the right to respect- this is one of our three Boutcher rules, which is put into practice by valuing opinions and the ideas of our pupils.

PSHE and Relationships Education is closely linked with Computing and Online safety, as we are aware of forming positive relationships online too and that our children are using the internet. Addressing online behaviour and conduct is relevant to all of our pupils and we will explicitly teach children about this. This will enable children to have a better understanding of positive relationships and less positive relationships in a way that is relevant to their lives and experiences.

Teaching about families is a sensitive area of learning and discussion and we will ensure we use our judgement as well as sensitivity with classes and individuals where their circumstances are taken into consideration with certain aspects of family relationships teaching. (E.g., looked after children, single parent families, LGBT parents, adoptive parents)

### **Working with parents/ carers and the wider community:**

As there are changes being made with this subject area, we will be consulting parents and governors through focus groups and ensuring we share the purpose and content of this curriculum. Parents will be told what is being taught and when, so that parents have the right to discuss areas of study that will be taught to their child. (PSHE and Relationships Education Curriculum overview is available on School Website)

The role of parents in the development of their children's' understanding about relationships is vital. Parents are the first teachers of their children and they have the most significant influence in enabling their children to grow and mature to form healthy relationships.

Parents are invited to join in at whole school events and are regularly informed about up-and-coming events on the newsletters, school website and Twitter.

We have a close relationship with St Mary's Church, Bermondsey who lead weekly worship in our school.

We use the school nurse to deliver workshops for certain aspects of the curriculum and agencies such as the London Fire Brigade, health visitors, Police Officers and any other outside agencies we feel will enhance the delivery of the PSHE and Relationships Education curriculum.

We recognise that Relationships Education is highly sensitive but we believe and strive to make a significant contribution to the development of the children at Boutcher's personal skills that are vital in order for them to establish and maintain healthy relationships.

Due to our Christian values being at the heart of all we do at Boutcher, we will teach within a Christian context where we understand that we are a gift of God as part of creation.

Whilst we use relationship teaching as a way to help children make informed choices, we will not be explicitly teaching the sex element in this curriculum subject. (This is non-statutory at Primary)

We are educating our children to live in a society where we have tolerance and respect for others, regardless of any differences they may have to ourselves.

### **Withdrawal from RSE lessons:**

Parents/carers have the right to withdraw their primary school aged child from any part of the sex education that is being received as part of RSE.

At Boutcher, we will not be teaching the sex education element of RSE, so parents will not have the right to withdraw from PSHE and Relationships Education that will be delivered. (DfE Guidance)

At Boutcher, we teach puberty in Years 5 and 6 through sessions with the School Nurse.

The National Curriculum for Science teaches 'Animals including humans' which references external body parts, the human body as it grows from birth to old age and reproduction of plants

and animals. Sex education will not be taught through Science or PSHE/Relationships Education at Boutcher School. A child cannot be withdrawn from Science teaching.

**Monitoring and evaluation, including Assessment:**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation.

Children will be encouraged to talk about and reflect on their own experiences and opinions and some written work will be collected as part of a class 'scrap book'.

The PSHE Subject Leader will monitor and delivery the teaching of PSHE and Relationships Education through observations and discussions with teaching staff to ensure a consistent and coherent curriculum is being provided.

**Equal opportunities:**

We aim to promote equal opportunities for and to have high expectations of all pupils irrespective of age, race, gender, background, physical/sensory ability, intellect and special educational needs.

We aim to personalise our curriculum, where appropriate, in order to fully engage and motivate all of our pupils. Tasks will be set which challenge all pupils, including the more able. For pupils with SEND, the task will be adjusted or pupils may be given extra support. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

**Confidentiality and Child Protection:**

If a member of staff believes that a child is at risk or in danger, they will talk with the Head teacher (Designated Safeguarding Lead) who will take action according to the Boutcher Safeguarding Policy.

All staff are familiar with the policy and know the lead and designated officers for Safeguarding in the school.

Boutcher CE Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

The Safeguarding policy is available on our school website and is available at the Main Office upon request.

## **Covid-19**

### **Immediate Response to School Closure**

When school closed as part of the national lockdown in March 2020, we moved teaching and learning to the online platform, Google Classroom. As a school that holds RE fundamental to all that we do, it was important to us that the children continued to participate in RE lessons. PSHE wasn't taught explicitly as a discrete lesson during the lockdown period. Through RE teaching by all year groups and the worship page on Google Classroom, teachers gave children opportunities to share their experiences and feelings during the pandemic and ways to use prayer to think deeply about how we feel, our hopes and wishes for the future.

Teachers were in regular contact with parents during the time away from school. School was kept open for key worker children and vulnerable families. Teachers made phone calls with parents of the children in their class, checking up on their wellbeing and ensuring they felt safe and able to complete the work given in other areas of the curriculum and ensuring that children felt as happy and as content as expected whilst away from the classroom. Parents in financial difficulty were offered support and children with no technology access were given laptops to enable them to complete work set.

Video calls took place in whole class meets to begin with and as time progressed, teachers began smaller video call sessions where children had the opportunity to speak with the teacher and their peers. This was successful in children feeling like they were still part of the Boutcher family.

### **Return to School Response with Social Distancing Restrictions**

As a result of pupils being away from school for a long period of time, teachers will ensure that discussion and children expressing their feelings has a greater focus than usual and opportunities to share responses in all lessons will be given.

During the lockdown period, we discussed as a staff team the importance of children returning to school and e-safety being the priority in computing sessions. As well as this, making sure all children felt confident using equipment and had adequate resources at home to ensure this. Mrs Bradford (Computing lead) played a vital role in collecting essential data and information regarding this so that any difficulties would be kept as minimal as possible if we had to repeat the home learning process in the future.

Upon return to school, whole school assemblies have taken place video via link. The Head teacher has put the well-being of all children at the heart of all that we do at school. Stories have been read, prayers shared, advice and support given to keep safe and protecting ourselves and children have had some consistency given with weekly assemblies, even if they are delivered in a different way.

Questionnaires were completed by all KS2 children and teachers analysed the data collected, put strategies, interventions and discussions in place to minimize fear, anxiety, sadness and negative feelings from children. The questionnaires focused on learning, well-being, health and worries.

Zones of regulation have become a key part of daily life at Boutcher. All teachers, support staff and adults in the school have received training in this area. Children are regularly asked about how they feel and relating this feeling to a zone (red, blue, yellow or green)

Through the zones of relevance, we have developed a shared language across the school. This has helped children articulate themselves and given them the tools, time and space to promote self-awareness and have opportunities to reflect on their wellbeing. Referrals to the school mentor will be made if teachers are concerned about children's responses or feelings during this time.

In terms of PSHE teaching, teachers are using whole class discussions more and minimizing partner talk, role play and small group work and role play. We will use videos and online learning tools more effectively and get children to respond to them and reflect on them as a whole class debate.

We aim to build resilience and confidence so children can become positive and active members of our school community. Our school culture priorities physical and mental well-being. Class teachers have taken on the role of teaching discrete PE lessons which has enabled them to get to grips with understanding the physical needs of their class.

We want to give children the skills to evaluate, understanding their own needs and practice self-care and self-love so that they can not only be positive members of the school, but contribute to the wider community and environment around them.

In Autumn term, all teachers will teach the 'health and wellbeing' strand of the PSHE curriculum. Staying safe and being hygienic is more important than ever and this will be an integral part of our daily school life and PSHE lessons this term.

### **Response to Black Lives Matter (BLM)**

At Boutcher, we have always been committed to providing all children with an equal entitlement to all areas of the curriculum. We are developing our understanding and responding to the BLM movement by ensuring we have positive role models for all our children and ensuring all children feel that they are represented. This will have a positive impact on all children and ensure that children, no matter what their race, culture or ethnicity may be, have no barriers where they feel they can't access their educational experiences and opportunities fully. We are committed to improving diversity and representation for all students. We recognise that this is going to be an ongoing and crucial part of our school future and we are working together as a school community to ensure we are being as effective, respectful and sensitive as possible. We are striving for a range of books in all areas of school, where all children feel they are represented, respected and valued.

We are a culturally diverse family at Boutcher. We strive for all children to feel special, included and part of a family. School council members, class faith leaders and children chosen to represent our school are reflective of the diversity at Boutcher.

We want all children to feel they are positively represented and have opportunities to find out and explore the lives of significant individuals that have made an impact in the world we live in. For

BAME children, this may be feeling that they have adults around them or people in their lives that listen to them, understand them and strive to ensure that their physical appearance or background (race, gender or ethnicity) is never a barrier to their future success. If children believe in themselves and feel that adults believe in them too, they won't feel that their path ahead is limited and will strive to achieve in the best way possible. We want children to see themselves as the future and be equipped with the necessary skills and knowledge for the wider world. If children have the self-belief and determination, they will achieve greatness.

One of the three Boutcher rules state: **Everyone has the right to respect.**

This is at the heart of PSHE teaching where we respect all people, beliefs and cultures and that disrespect and derogatory views are not tolerated. If children share views that cause concern, these should be written on the appropriate forms and handed to the Headteacher. If teacher's feel uncomfortable in discussions or when planning lessons, they should speak to the PSHE coordinator, Deputy Head or Head teacher.

### **Second School closure (January 2021- March 2022)**

We made sure that we continued to prioritise the health and well-being of the children and families at Boutcher. Each class took part in PSHE tasks weekly, through Google Classroom. We decided as a school, to ensure we were using the Zones of Regulation daily on Google Classroom. This gave teachers the ability to monitor the well-being of the individuals in their class and respond to and follow up any concerns in regards to the zone a child was in. Children uploaded their work daily on Google Classroom, where teachers viewed it and gave appropriate feedback to the children. This created a sense of acknowledgement of daily work and made children feel closer and more in touch with school routines and practices.

During this school closure, KS1 and KS2 coordinators, as well as the school SENCO watched all teachers during their live sessions and were able to follow up on any issues that arose. All children completed PSHE work and had opportunities of daily contact with their class teacher, where they could ask questions, share concerns or worries.

Teaching assistants and support and mentors, worked with a range of children in small group or 1:1 video call where well-being was at the heart of what was offered to the children.

