

Beeston Hall

Personal, Social, Health, Economic education (including Relationships and Sex Education) Policy

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Written & reviewed by: Deputy Heads, Head of PSHE

Review: on going (at least annually)

1. Introduction

Our PSHE (including RSE) programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Beeston Hall, preparing them for the opportunities, responsibilities and experiences of later life. We follow the SCARF programme of study from Coram Life which provides a comprehensive scheme of work for PSHE education and includes all of the DfE's statutory requirements for Relationships Education. It also covers the learning opportunities within the PSHE Association's Programme of Study, therefore providing for elements such as the rights of the child, caring for the environment, economic education, and children's social, moral, spiritual and cultural (SMSC) education, including British Values. Our programme of study not only reflects the specific needs of our pupils but also the universal needs shared by all pupils in preparing for their future.

As a prep school, educating pupils from 4- 13, we are required to bridge the gap between Primary and Secondary, making careful choices about how and when to teach the statutory content to our pupils in a way that meets their wider contextual needs and social and emotional development.

At Beeston, the statutory Relationships Education content is taught as an integral part of our PSHE curriculum with RSE also being taught within PSHE lessons in years 7 and 8.

2. Right to withdraw

The Department for Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born. This content is delivered in science lessons in year 6.

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 RSE up until three terms before the child's 16th birthday.

To understand what the pupils will be taught, parents are encouraged to look at the RSE elements of the curriculum which are shared termly in curriculum grids and in this handbook. Parents should contact the Head of PSHE or Deputy Head, Pastoral to discuss further and make a decision in the best interests of their child.

3. Intent

Our PSHE education, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Beeston's PSHE provision supports the school's aims of developing confident citizens and successful learners who show purpose, resilience and empathy. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has sourced and tailored a thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

Our pupils 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.

4. Implementation

At Beeston, we use the comprehensive SCARF scheme of work, tailored to meet the needs of our pupils. (see appendixes 1) From the academic year 23/24 ,in years 5, 6, 7 and 8, certain objectives will be taught and delivered outside of discrete PSHE sessions through Science, Computing and specific visits or curriculum focus days.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. 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, including from KS2 to KS3. Assessment is completed by the teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge

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.

Pupils 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 our Science curriculum, in Y2 the children learn that animals, including humans, have offspring that grow into adults. They are introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to senior schools supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary school aged children should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. At Beeston Hall, this aspect is taught through the Biology content of our science curriculum in Year 6. This information builds on content they have previously learnt in PSHE and Science about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in years 7, 8 and beyond.

5. Organisation/provision

At Beeston, we teach PSHE in a variety of ways.

In the Early Years Foundation Stage, PSHE (including Relationships Education) is taught as a discrete weekly session. 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.

Throughout KS1, PSHE is taught through discrete one hour weekly sessions alongside weekly assemblies that compliment the PSHE lesson focus for that week.

In years 1, 3 and 4, PSHE is taught in a 1-hour weekly session by Holly Davies, head of PSHE.

In year 5, PSHE is taught in fortnightly 1- hour sessions by form tutors. In years 6 – 8, PSHE is taught in a fortnightly 1-hour session by Becky Morgan. Alongside this, where appropriate, objectives are covered through the relevant Science and Computing curriculums as well as specific assemblies, visitor presentations and curriculum focus days. This model allows us to cover all of the required content across the year as well as providing careful adult support for aspects of the curriculum which may be challenging for some learners, particularly in years 7 and 8.

Unless particularly necessary, PSHE lessons are taught in students' usual forms, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using 'class ground rules' at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and an anonymous question box where appropriate. Teachers will answer children's questions factually and honestly in an age-appropriate way.

Elements of PSHE (including RSE) are also covered through other areas of the school's curriculum; e.g. Religious Education, Science and English.

In addition, PSHE (including RSE) is developed through whole-school activities and events:

- Our school council; the representatives from each class meet regularly to discuss school matters.
- Residential visits where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed days and weeks with particular focus on values such as kindness and online safety, for example.
- Visiting speakers and workshops.
- A variety of clubs and activities.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues while 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 our teaching to establish an effective and safe school environment.

6. Teaching PSHE (including RSE) to children with special needs

All pupils, regardless of their needs must be part of the PSHE (including RSE) programme 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 (including RSE) we consider the targets set for the children in their Education Health and Care Plan (EHCP) or Learning Support individualised plans, some of which may be directly related to PSHE (including RSE) targets.

7. Equality and Diversity

At Beeston Hall, PSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our children and those with English as a second language to ensure that all can fully access our PSHE (including RSE) education provision, in accordance with the Equality Act 2010.

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 to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

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.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). Within our wider school community, pupils also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

8. PSHE and Online Safety

Learning in PSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by the safe use of the internet. There is an online 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.

Whilst the majority of the statutory RSE content which relates to safer internet usage is taught through PSHE, our discrete Computing curriculum for years 3-8 includes internet safety to compliment and reinforce these important messages. Safer internet use is regularly discussed in our school community, for example in response to social media trends, our own system monitoring logs or national focus days or weeks. 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.

9. Assessment and Recording

We use formal methods of monitoring and assessing learning within PSHE at Beeston:

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This enables both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

Alongside these formal, written assessments, teachers will be continually using discussion and questioning to assess pupils' understanding and to ensure that lessons can respond to and address misconceptions that may arise in the moment.

Pupils have a specific PSHE folder, where they collate their work throughout the year.

10.Resources

All staff who teach PSHE have individual logins and access to the SCARF website and resources. The school is also a member of the PSHE Association, an excellent source of information and support which is endorsed by the Department for Education and includes curriculum guidance, lesson plans, resources and continuing professional development (CPD) training.

The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

11.Monitoring and Review

Our PSHE subject lead, Holly Davies, works in conjunction with teaching staff in each year group. Alongside the Deputy Heads, she 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.

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.

Appendix 1: curriculum outline.

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy

Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Appendix 2: Useful Links

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)

[Relationships, sex and health education: guides for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-sex-and-health-education-guides-for-parents)

[Home | www.pshe-association.org.uk \(pshe-association.org.uk\)](https://www.pshe-association.org.uk)

[Relationships & Sex Education in Schools | RSE - Get It Right! \(rse-get-it-right.org.uk\)](https://rse-get-it-right.org.uk)