

ST MICHAEL'S CE (VC) FIRST SCHOOL



'Through God we love, laugh and learn'

PSHE AND RELATIONSHIPS POLICY

Date Approved: _____

Signed: _____

Print Name: _____

Date to be Reviewed: _____

Relationships Education and Health Education (covering both physical and mental health) is a statutory requirement from September 2020. Relationships and Sex Education is statutory in **secondary schools**. As a First school, we will **not** be teaching any Sex Education. A key development in the statutory guidance is the inclusion of 'online relationships' and 'internet safety and harms', which rightfully recognises the impact the internet and technology has on children's lives in the 21st Century. These areas are not covered within our Relationships Education scheme of work, but are part of our computing curriculum and taught through the framework 'Education for a Connected World'.

St Michael's CE (VC) First School

PSHE and Relationships Policy

This PSHE and Relationships policy reflects our school vision:

Our Church of England School community where all children can grow into confident, happy individuals with a love of learning. Where curiosity, independence and a feeling of self-belief are encouraged and valued by all.

Intent

At St Michaels, through our curriculum, our school environment, our school ethos and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being and help them to form and maintain worthwhile and satisfying relationships, based on RESPECT for themselves and for others, at home, at school, at work and in the community.

Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues.

Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making.

In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at St Michael's CE (VC) First School develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

Implementation

At St Michael's CE (VC) First School, the emphasis placed on both PSHE and RSE blends seamlessly into everyday school life in order to maximise the impact of acquiring essential knowledge.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school's website.

For Church schools, PHSE and RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual 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 Church of England Education Office)

The school values (created collaboratively using pupil/parent/school perspectives) focus on the acquisition of key qualities that ensure pupils are able to meet St Michael's PSHE Intent Statement. The level and depth of pupils' understanding of individual values progresses and deepens as they themselves mature during their journey through school. Positive relationships are central to St Michael's CE (VC) First School's values which are:

- Forgiveness
- Friendship
- Thankfulness
- Respect
- Resilience
- Responsibility

Using a combination of the following ensures that all elements of the PSHE framework receive appropriate focus and emphasis:

- Discrete weekly curriculum time
- Cross curricular learning
- Forest School
- Visitors into school
- Worships
- Enrichment opportunities
- 'WOW' weeks and days

Impact

Pupils at St Michael's CE (VC) First School are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy their ongoing education with a very real view of being an effective and happy contributor in today's world.

Relationships and Health Education

At St Michael's CE (VC) First School, we follow the Entrust Primary PSHE Education Scheme of Work. This ensures that we have a planned programme of Relationship and Health Education as an identifiable part of our PSHE education. The scheme of work, gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. Six topics are taught in each year group from Reception to Year 4. These are:

- Me and my School
- Me and my Relationships
- Happy and Healthy Me
- Me and my Safety
- Me and Other People
- Me in the World

Clear learning outcomes describe the skills, knowledge and attitudes our pupils will develop. The objectives taught in Relationships Education are grouped under the following titles:

- Families and People Who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Our Relationships Education also includes elements of the statutory Science curriculum. The objectives taught in Health Education are grouped under the following titles:

- Mental wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco (Medicines)
- Health and Prevention
- Basic First Aid
- Changing Bodies

See Scheme of work Overview (Appendix 1); Relationships Education Content (Appendix 2); E.Y.F.S. P.S.H.E. Progression Document

Education for a Connected World

Through Relationships Education and Health Education, pupils will be taught about online relationships, being safe (including in a digital context) and online safety and harms. This is taught in conjunction with the National Curriculum Computing objective that pupils should be able to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

Teachers will address online safety and appropriate behaviour in an age-appropriate way that is relevant to our pupils' lives through the 'Education for a Connected World' framework, using resources from Project Evolve. The framework is central to our whole school approach to safeguarding and online safety; complimenting and broadening our curriculum and provision of online safety education. It focuses specifically on eight different aspects of online education:

1. Self-Image and Identity
2. Online Relationships
3. Online Reputation
4. Online Bullying
5. Managing Online Information
6. Health, Wellbeing and Lifestyle
7. Privacy and Security
8. Copyright and Ownership

The objectives promote the development of safe and appropriate long term behaviours. It also supports our teachers in empowering our pupils and building their resilience. We aim to give our pupils the information that they need to make good decisions about their own health and wellbeing which includes teaching children how to be safe online and the impact social media and the internet can have on their wellbeing. The framework details the skills and understanding that children should develop as they progress through our school.

Difference and Diversity

This scheme of work has been written by Entrust specifically for schools with a small minority ethnic community or no cultural diversity. The scheme includes a half term programme per year group (Y1 – 4) of PSHE education to support our pupils' understanding of belonging in multi-cultural Britain. The resource includes lesson plans, PowerPoints and support materials. This scheme is taught to enhance and develop our PSHE education and Spiritual, Moral, Social and Cultural development and also enables us to effectively address stereotypes and racism.

See Difference and Diversity Key Stage 1 and 2 Overview for year group topics and objectives taught. (Appendix 4)

Wellbeing

The development of our children's social and emotional well-being is an intrinsic part of school life at St Michael's. We believe if children can learn to be calm under pressure at a young age, then they stand in good stead for adult life. By learning techniques to recognise their strengths and manage their emotional journey through life we can enable our children to be positive about themselves, emotionally resilient and build skills and tools for life. As part of our pastoral programme, we endeavour to identify and support those pupils who are more vulnerable.

At St Michael's we have a package of support to enable our children to: develop self-confidence, increase emotional literacy, build emotional resilience, provide tools to cope with stress and anxiety; recognise, name and deal with feelings in a positive way and encourage children to feel positive about themselves.

We offer a "listening ear" support service that complements the promotion of emotional wellbeing of pupils in our school. This is called "The Hope Project" and is offered to help pupils/families at times of difficulty such as loss, sadness, anxiety or any other of life's difficulties. Additional support in school may include:

- one-to-one sessions in school building emotional resilience
- developing coping strategies
- improving social skills

Interventions do not aim to solve all the pupils' difficulties. It will target the priority need at the time and we will utilise other services to help where and when necessary. We also have quality resources, books and activities that help to build pupils self-esteem, resilience, increase inner calm, manage anger, improve understanding of emotions and encourage positivity.

Roles and responsibilities

The governing board has overall responsibility for the implementation of the school's PSHE Policy. The governing board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

It is the responsibility of the Headteacher to:

- Ensure that both staff and parents/carers are informed about our PSHE and Relationships policy, and that the policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach Relationships Education effectively, and handle any difficult issues sensitively.
- To monitor this policy on a regular basis, and report to governors, when requested, on the effectiveness of this policy.
- To ensure all adults who work with our children are aware of the school policy and work within its framework.

Relationships Education is led by the Mental Health and Wellbeing Lead, who is responsible for the following:

- To attend relevant courses and keep up to date with materials and guidance for PSHE and Relationships Education.
- To ensure that the agreed schemes of work are being planned for and delivered across the school.
- To be confident that teachers are fully prepared to deliver the agreed schemes of work effectively to their year group and assess the children they are responsible for.
- To lead, organise or inform staff and governors of training and current issues within PSHE and Relationships Education.
- To provide and maintain appropriate resources.
- To develop an action plan and set targets for change or development.
- To monitor and evaluate this policy in consultation with staff, pupils, parents and governors.

The Role of the Class Teacher:

- To follow and uphold this policy.
- To be responsible for ensuring that the pupils in his/her care are taught thoroughly and purposefully and that the best possible learning environment prevails, where pupils of all abilities can flourish.
- To be responsible for planning the delivery of the agreed schemes of work and assessing the children in their year group.
- To report any concerns about pupils to the DSL or DDSL.
- To ensure any visitors invited into school, to support or enhance our curriculum, deliver within our agreed school policy and programme.

Equal opportunities

The safety, welfare and well-being of all pupils and staff is a key priority at St Michael's CE (VC) First School. We actively promote values of respect and equality and work to ensure difference, diversity and inclusion is celebrated across the whole school community; promoting respect and equality across all protected characteristics, including sexual orientation, gender identity and family diversity, as we prepare pupils for life in diverse 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter middle school and beyond in the world of further study. PSHE education is a universal entitlement for all children and we expect all children to make the greatest possible progress.

- All pupils will have equal access to the entire PSHE curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all PSHE lessons.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.