

# Gascoigne Primary School



## PSHE Policy

*(incorporating Relationships Education and Health Education)*

# February 2021

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## 1. Objective of Policy:

This policy aims to provide all stakeholders with a clear understanding of Gascoigne Primary School's approach to the teaching of Personal, Social, Health and Economic Education (PSHE). Note: This policy must be read in conjunction with the overarching Curriculum Policy.

## 2. Rationale:

Gascoigne Primary School is committed to providing a world-class education to its pupils, both academic and personal. An intrinsic, high quality PSHE programme is fundamental to this. *PSHE is a school subject which helps pupils develop the knowledge, skills and attributes to stay healthy and safe now, and prepare for their futures. Good PSHE education also helps pupils to achieve their academic potential.* (Health Education Partnership (HEP): A PSHE and Well-being framework for primary schools - April 2020)

A best practice approach to PSHE (in itself, and to underpin the wider school curriculum) is vital in order to maximise pupils' life chances. In line with the overall curriculum for pupils, PSHE at Gascoigne is pupil-centred, using pupils' needs and lived experiences as its starting point.

### Links to Rights Respecting Schools:

A PSHE-focussed approach to the curriculum at Gascoigne Primary School enables us to deliver on our obligations as a Rights Respecting School. Through PSHE learning, pupils will explore and address many of the rights contained within the United Nations Convention on the Rights of the Child (UNCRC), leading to a greater understanding of the relevance of the rights within their own lives.

In reference to the overall curriculum, Articles 28 and 29 of the UNCRC state:

Article 28: 'Every child has a right to an education.'

Article 29: 'Education must develop every child's personality, talents and abilities to the full.'

## 3. Statutory Requirements

The curriculum delivered to pupils at Gascoigne Primary School must provide them with access to the full National Curriculum, and fulfil certain other statutory obligations, as detailed below.

The statutory Primary National Curriculum states that:

- 2.1 *Every state-funded school must offer a curriculum which is balanced and broadly-based and which:*
- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
  - *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

2.2 *The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.*

(*The national curriculum in England – Key stages 1 and 2 framework document, September 2013*)

In addition, *The Early Years Foundation Stage (EYFS) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe.* (Statutory Framework for the Early Years Foundation Stage, March 2017)

Primary schools must also:

- *make provision for a daily act of collective worship* (National Curriculum, 2013)
- *teach Religious Education (RE) to pupils* (National Curriculum, 2013)
- *make provision for personal, social, health and economic education (PSHE), drawing on good practice* (National Curriculum, 2013)

Furthermore, the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education states that:

- *Relationships Education (is) compulsory for all pupils receiving primary education and...Health Education (is) compulsory in all schools* (Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019)

PSHE at Gascoigne fully complies with the statutory requirements and recommendations for both Relationships Education and for Health Education.

In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.

As a school we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships Education, Science and Health Education requirements. Please refer to Section 11 below for details.

#### **4. Overview: The Gascoigne Curriculum**

Inclusive and ambitious, the Gascoigne Curriculum is underpinned by our four key principles: “Ourselves, Our World, Our Education, Our Rights”. It is in the service of these four principles that staff at Gascoigne are driven in the desire to open the eyes of learners to the wonders of our world. The school prides itself on being the conduit of *the essential knowledge needed to be educated citizens...the best that has been thought and said...(engendering) an appreciation of human creativity and achievement.* (National Curriculum, 2013)

#### **5. The Gascoigne Curriculum Vision for pupils:**

***“Caring for Ourselves and Our World, Valuing Our Education and Our Rights”***

The Gascoigne Curriculum Vision for pupils is enshrined within our four key principles:

##### **Ourselves:**

Gascoigne pupils take pride in themselves, their attributes and their achievements. They develop the skills and resilience necessary to stay safe and thrive in the modern world.

##### **This is achieved through the following Character Development Strands:**

- *Improving physical health*
- *Developing mindfulness, resilience and well-being*
- *Ensuring personal safety*
- *Developing positive attributes*
- *Developing positive relationships*
- *Celebrating personal heritage*

##### **Our World:**

Gascoigne pupils view themselves as global citizens of a vibrant local community. They are passionate about celebrating diversity and enhancing the lives of others.

##### **This is achieved through the following Character Development Strands:**

- *Understanding British Values*
- *Celebrating diversity*
- *Protecting the environment*
- *Developing pride in our local community*

## **Our Education:**

Gascoigne pupils understand the fundamental importance of education within society. They develop lifelong learning skills and a thirst for knowledge through rich and relevant experiences.

### **This is achieved through the following Character Development Strands:**

- *Widening, deepening and reinforcing skills, knowledge and understanding*
- *Fostering self-confidence and pride in achievement*
- *Fostering lifelong learnership*
- *Developing critical thinking and philosophical thought*

## **Our Rights:**

Gascoigne pupils value equality and social justice.

They develop a deep understanding of universally held rights, and a determination to ensure that everyone is enabled to achieve in line with their potential.

### **This is achieved through the following Character Development Strands:**

- *Developing an understanding of universally held rights*
- *Valuing inclusion in all aspects of society*
- *Valuing equity in all aspects of society*
- *Participating in Democracy*

## **6. Explicitly PSHE-Focussed: The Four Principles of the Gascoigne Curriculum Vision**

The Gascoigne Curriculum (comprising of the National Curriculum, the EYFS Framework and our unique and ambitious co-curriculum) is explicitly PSHE-focussed. The four principles (Ourselves, Our World, Our Education, Our Rights) underpin and encompass the wide range of pedagogies, methodologies and experiences which drive the acquisition of skills, knowledge and understanding of concepts at Gascoigne. Each principle carries a Curriculum Vision Statement, supported by approximately four Character-Development Strands, which articulate the personal development purposes and the inherent PSHE learning across our school's curriculum. Our curriculum is thereby predicated on the importance of PSHE. The subject, and a PSHE-focussed approach to the overall curriculum is fundamental to realising our curriculum vision statements.

In summary, our PSHE-focussed curriculum enables pupils to meet the vision statements through three key strategies:

1. Whole school practices, pedagogies and initiatives (See Section 7)
2. The Character Development Strands, and related Learning Rationales / Beautiful Outcomes of the selected curriculum content across all subjects (See Section 8)
3. The delivery of a comprehensive PSHE programme (See Section 9)

## **7. PSHE- focussed pedagogies and initiatives deployed across the school**

*See Curriculum Policy Appendix 1: Whole School Practices in service of the four principles – Sep 2020*

All whole-school practices, pedagogies and initiatives deployed by the school are selected in order to support our PSHE-focussed curriculum vision within one or more of the four principles. Appendix 1 of the Curriculum Policy provides an overview of such practices and demonstrates how they support the curriculum vision.

## **8. PSHE-focussed curriculum content: Character Development Strands, Learning Rationales and Beautiful Outcomes**

See Curriculum Policy Appendix 2: Character Development within our Key Principles: Learning Rationales - Sep 2020

As a Rights Respecting School, the “Our Rights” principle permeates all learning at Gascoigne. Pupils develop a broad understanding of all rights within the UNCRC, and complete in-depth studies of six of these rights throughout the year, selected for their relevance to the pupils and / or the current *Learning Rationale* (see below).

Across all subjects, planned learning at Gascoigne starts from one of the remaining three principles (Ourselves, Our World or Our Education). Each principle consists of a Curriculum Vision Statement and approximately four accompanying “Character Development Strands” (See Appendix 2). Pupils’ progression towards fulfilling the vision statements is achieved through “Learning Rationales” across the primary phase, designed to address the Character Development Strands. Progression against a Learning Rationale is demonstrated through the end of unit “Beautiful Outcome”, which enables pupils to experience and demonstrate the character developments expected of them. Beautiful Outcomes are explicitly outward-looking, with an emphasis on enabling pupils to demonstrate their growing credentials as citizens of the world, determined to make themselves better people, and society a better place. Learning Rationales and Beautiful Outcomes are displayed prominently within each classroom and are referred to throughout teaching. Since they stem from the over-arching principles, a significant proportion of the Learning Rationales and Beautiful Outcomes are explicitly PSHE-focussed. They encapsulate and demonstrate the character development that we expect our pupils to gain from studying the particular curriculum content within the curriculum unit for that half term.

## **9. The Gascoigne PSHE Programme – Specific Subject Content**

See Curriculum Policy Appendix 3 – Progression in PSHE

The entire curriculum at Gascoigne is predicated on the importance of PSHE. Accordingly, learning in relation to a pupil’s personal, social, health and economic development occurs explicitly throughout the curriculum. Additionally, the subject is taught in and of itself. The PSHE focus at any given point during the school year will be the same across different year groups:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrating Difference	Staying Safe	Mental Wellbeing	Keeping Healthy	Families and Friendships	Transition, Aspirations and Growing up

*Note: In Year 6 only, “Transition, Aspirations and Growing Up” incorporates non-statutory Sex Education.*

In addition to learning in class, our weekly Rights Respecting / Celebration assemblies and daily acts of Collective Worship provide space to explore these whole school PSHE foci.

Please refer to Appendix 1 of this policy for a long-term overview of what is taught in each year group, including PSHE-focussed Beautiful Outcomes

## **10. Rationale for PSHE subject content at Gascoigne**

The content of the PSHE subject curriculum (as detailed above) is designed to be most relevant to our pupil context, and issues within our community. The rationale for the content selected is as follows:

In recognition of our diverse pupil population, Autumn 1 starts with an appreciation of the uniqueness of every child and the differences between us, and with a celebration of the multiplicity of cultures that make

up our community. All pupils (and, given high mobility, particularly new starters) are enabled to recognize that Gascoigne is a welcoming place that cares about them and their cultural background. Gascoigne Primary School takes a zero-tolerance approach to any form of bullying or discrimination and fosters tolerance and respect amongst all. In a world in which division and fear of the “other” can lead to conflict and discrimination, we provide pupils with a bold statement of our commitment to unity and harmony within society, and a recognition of every culture, religion, nationality and sexuality that it is comprised of.

At Gascoigne, we are acutely aware that pupils in our local community increasingly feel unsafe. Responding to both the perception and reality of danger, during the second half of the Autumn Term, pupils learn how to keep themselves safe both within the community and online. Pupils explore tailored pertinent issues that they may face growing up in the modern world, including bullying and discrimination, road safety, anti-social behaviour, the threat of extremism, substance misuse, gangs and knife crime. Significant emphasis is placed on helping pupils to stay safe online, understanding their digital footprint and helping to prevent them becoming victims of CSE. All sessions are delivered in an age-appropriate fashion, with the emphasis on reassuring pupils about who they can turn to for guidance and support.

Gascoigne pupils face or may face significant challenges in their lives that will require resilience to overcome. In recognition of this, in Spring 1 we explicitly teach strategies to promote mental well-being, through the MindUP programme. MindUP helps children “develop the mental fitness necessary to thrive in school and throughout their lives.” “MindUP (was) created in response to the global epidemic of childhood aggression, anxiety, depression and suicide. Based firmly in neuroscience, MindUP gives children the knowledge and tools they need to manage stress, regulate emotions and face the challenges of the 21st century with optimism, resilience and compassion.” (taken from [www.mindup.org](http://www.mindup.org))

In Spring 2, we address the needs of our pupils in relation to keeping physically healthy. This topic includes the importance of diet and exercise, the avoidance of harmful substances and an understanding of how to avoid diseases. This topic has developed an even greater significance in the light of the 2020 Coronavirus pandemic. The school takes a measured approach, balancing pupils mental well-being with the importance of them understanding the risks involved with this novel virus.

During Summer 1, pupils learn about the importance of healthy relationships in society. At Gascoigne we have long been proud of the partnership that we have developed with parents in support of the delivery of an age-appropriate developmental Relationships Education programme. Through extensive consultation, we have developed a programme that meets national requirements while respecting the interests of our local faith communities. The notion of inclusivity is integral to life at Gascoigne Primary School. The wide range of families and relationships in our society are recognized and celebrated throughout the school. Furthermore, we explore the idea of unhealthy relationships and domestic abuse.

During the final half term of the year, in line with best practice guidance on the teaching of Relationships and Sex Education, we relate learning in Relationships Education, Health Education and Science, while teaching about the changes that occur through puberty (Years 4-6) and about sexual reproduction (Years 5-6). In line with DfE recommendations, in Year 6 only, we deliver additional non-statutory Sex Education (see Section 11 below). As pupils approach the transition to the next stage in their education, the half term is further devoted to coping with and embracing this change in their lives. This is particularly important for helping pupils to contextualise and overcome any anxiety that they may be feeling in relation to the changes to come. We work extensively with partner secondary schools to ensure that our Year 6 pupils’ transition is smooth and conducive to a successful continuation of their education.

## **11. Non statutory Sex Education at Gascoigne (Y6 only)**

***(Year 6 Only – these are the only lessons that parents can withdraw their children from)***

### **DfE Sex Education Recommendation**

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education. We have chosen to deliver further lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that

children have and are taught in the context of healthy adult relationships. At the parent meeting for year 6 we will make clear which lessons sit within sex education and outline parents' right to withdraw their child from these specific additional lessons, as outlined below.

### Definition of Sex Education

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science.

### Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the PSHE policy, including specific references to our additional Sex Education provision within PSHE. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents, who we regularly keep informed about content of the sex education programme and who are invited to meetings at school in the summer term to view resources and address any questions or issues they have in relation to the content of these additional lessons.

From September 2020 parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum, as outlined in Sections 9 and 10 of this policy. In accordance with this, it is made clear to parents of year 6 children that they can withdraw their children from the additional sex education lessons we deliver in Year 6. If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with a member of SLT and then complete a 'Request for Withdrawal from Sex Education Lessons' form, Appendix 2 of this policy, and send this to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

### Answering Pupils' Sex Education Questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

## **12. Safeguarding and PSHE**

*Refer to Safeguarding Policy*

Our strongly PSHE-focussed curriculum is a key element of our Safeguarding strategy. Teachers relate the learning rationales to our pupil context, emphasizing how pupils can help to keep themselves safe and what they should do if they are worried.

### **13. Programmes of Study, Learning Intentions and Outcomes**

As with all other subjects, year groups are provided with a medium-term plan corresponding to each of the six PSHE topics that pupils will study during the year. The PSHE medium term plan is pre-populated with the programmes of study, the required learning intentions and the knowledge outcomes, which are sourced from the HEP Framework document. Teachers, in consultation with their year group team, plan the learning steps that will be taken to fulfil the over-arching learning intentions and ensure that the knowledge outcomes are learnt by pupils.

Some aspects of PSHE (for example, our Relationships Education curriculum) is taught using prescribed in-house lesson plans. These plans have been developed through extensive consultation with parents, and therefore are used to ensure a fully consistent approach across multiple classes within a year group.

### **14. Inclusion**

*Refer to Inclusion and SEND Policies*

PSHE is a particularly important subject for our most vulnerable pupils.

Pupils in our specialist provisions (Horizon 360 and Nurture Rooms for those with SEMH needs, and the Rainbow and Star Rooms for those with ASC needs) study a more extensive PSHE programme. This enables their needs to be met, building on the core PSHE learning delivered within mainstream classes.

### **15. Resources**

In pursuit of the best possible teaching and learning in PSHE, specialist provision from visiting practitioners (such as theatre in education companies, health professionals and the emergency services) is frequently planned, in support of the curriculum foci.

### **16. Roles and responsibilities**

Governors are responsible for:

- Attending Curriculum and Standards committee meetings and full governing body meetings
- Being familiar with expectations in relation to PSHE

Headteacher & SLT are responsible for:

- Ensuring that the policy is adhered to
- Articulating the curriculum vision to all stakeholders
- Monitoring and improving the effectiveness of PSHE across the school in response to pupil outcomes and feedback from all stakeholders

The PSHE Subject Leader is responsible for:

- Monitoring and improving the standard of provision and outcomes in PSHE.
- Ensuring that learning with PSHE is coherent, developmental and progressive.

Teachers are responsible for:

- Following the procedures outlined in this policy
- Articulating the curriculum vision to pupils, in the form of the character development strands and learning rationales
- Feeding back on the effectiveness of teaching and learning in PSHE

Pupils are responsible for:

- Engaging in contributing to PSHE at Gascoigne

## **17. Links with other policies**

This PSHE Policy is linked to, and should be read in conjunction with Gascoigne Primary School's:

Curriculum Policy  
Relationships and Sex Education Policy  
Early Years Foundation Stage Policy and procedures  
Safeguarding Policy  
Assessment Policy  
Wellbeing Policy  
Inclusion Policy  
SEND Policy  
CPD Policy  
GLfA Classroom Visit Protocol

## **18. Review**

This policy will be reviewed annually. At every review, the policy will be shared with the governing body. All staff are expected to read and follow this policy.

*Next Review: February 2022*