



RSE/PSHE/DRUG EDUCATION AND CITIZENSHIP POLICY

B90

Date of Update	Reason for Update	Next Update
June 2021	New RSE framework & guidance from DFE	June 2024

Rationale

At Norris Bank Primary we strive to create an environment where children feel that their social and emotional needs are met and nurtured. We believe that PSHE and citizenship help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We recognise that social and emotional well-being plays a fundamental and central part in the life of our school and is key to effective learning and achievement. PSHE at Norris Bank Primary School is underpinned by our GROW values (Goals, Respect, Ownership and Working Together) which are designed to further develop the children as well rounded individuals who will have the necessary skills to support their future development and give them a wider range of abilities and skills than those outlined within the subject areas of the National curriculum. PSHE at Norris Banks includes personal, social and health education as well as RSE, Drugs and Citizenship education.

PSHE at Norris Bank Primary makes a significant contribution to the spiritual, moral, social and cultural development of the children as well as their behaviour, safety and well-being. In doing so the children will develop the values, qualities and attributes needed to thrive as individuals, family members and members of modern British society.

Within this policy, is the coverage of PSHE (Personal, Social and Health education) from the PSHE Association and the RSE (Relationships and sex education) From the Dfe. As a school, we have also included in detail the Drugs and alcohol coverage, and the Citizenship coverage into one policy and this will be taught in class under the umbrella term of PSHE.

Aims

At Norris Bank PSHE will equip children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions following SMSC, Every Child Matters, The Equality Act 2010 and follows the requirements set in the Relationships Education, Relationships and sex education and health education Statutory Guidance from the DFE (Sept 2020) and the EYFS framework.

PSHE in our school aims to equip pupils with the skills to:

- Develop self-confidence and self-responsibility
- Develop a safe and healthy lifestyle
- Develop the ability to form good relationships
- Learn to respect the differences between people
- Explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- Prepare to play an active role as citizens

Where children have developed these skills, they will be motivated and equipped to:

- Be effective and successful learners
- Make decisions about their own lives which will keep them healthy and safe

- Make and sustain friendships
- Deal with and resolve conflict
- Solve problems
- Manage strong feelings such as frustration, anger
- Work and play cooperatively
- Recognise and stand up for their rights and the rights of others
- Understand and value the differences and commonalities between people

We intend to achieve these aims through:

- Promoting a school ethos that values all individuals (GROW Values)
- Providing children with accurate and relevant knowledge
- Providing a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future.
- Relationships and Sex Education (RSE), Drugs, Alcohol and Tobacco Education (DATE) and stressing the importance of physical activity and diet for a healthy lifestyle
- Developing cross curricular links in our Creative Curriculum
- Providing a range of opportunities and resources to promote walking, cycling and scooting to school as safe and healthy choices including online safety.
- Using Restorative Approaches throughout the school

Curriculum Organisation

Foundation Stage (Reception)

During the foundation stage children will take part in circle times as well as learn about relationships and developing the world around them during structured play and follow the EYFS Framework learning outcomes below.

Communication and language Reception

- Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
- Develop social phrases.

Personal, Social and Emotional development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Physical development

Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian

- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

Understanding the World

Talk about members of their immediate family and community.

- Name and describe people who are familiar to them.
- Recognise that people have different beliefs and celebrate special times in different ways

Key Stage 1 and 2 (Years 1-6)

During key stage 1 and 2 children will take part in weekly circle time sessions that follow a clear structure of a check in, mixer, focused activity, energiser and check out. This will be recorded in the Circle Time Lap Book where children will identify their prior learning, where appropriate, the learning taking place and next steps. They will follow the schools scheme of work that uses our GROW values to embedded the PSHE Association 3 main themes of Health and Wellbeing, Relationships and Living in the Wider World which fulfils all the objectives from the RSE Statutory guidance. Stockport LEA resources (RSE and Date Spiral Curriculum and ABCD Bullying program) will be used as well as SEAL resources will be used to support the scheme of work where appropriate. Staff are encouraged to also run sessions linked to issues that arise during the school day or in the media where appropriate.

Teaching and Learning

At Norris Bank Primary School we are committed to using a range of effective teaching and learning techniques to deliver the curriculum in an exciting and meaningful way, which is relevant and meets the needs of our children following the circle time structure. Teachers do this by ensuring that:

- The purpose of each lesson is made clear and that the content is relevant
- Appropriate learning experiences are planned and meet the needs of all children
- Learning experiences draw on the children’s own experiences
- Opportunities are provided for children to reflect, consolidate and apply their learning
- Children are encouraged to record and assess their own progress in the class Circle Floor Book
- A safe and secure learning environment is developed.
- Children are encouraged to add comments and to ask questions

RSE

The teaching of RSE will reflect the values of Norris Bank Primary School and the PSHE programme. RSE will be taught in context of relationships. In addition, RSE will promote a child's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships. These relationships will be based on respect for themselves and for others, at home, school, work and in the community which links with the RSE Guidance 2020 document.

As part of the Relationships Education, the focus at Norris Bank Primary School will be to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults

Also, pupils will focus on physical health and mental wellbeing. The focus at Norris Bank Primary School will be on teaching the characteristics of good physical health and mental wellbeing. Teachers will be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

The areas that the pupils will cover throughout primary school are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Legal requirements of RSE and parents right to withdraw

The teaching of RSE is now statutory, but parents retain the right to withdraw their children from some or all of the sex education delivered as part of statutory RSE.

Throughout school, children will work on areas that embedded the values of positive relationships and what happens when children go through puberty and why we go through puberty and link this to the Science curriculum of how animals and plants reproduce. Parents will be informed of what is being covered in PSHE/Circle Time on their curriculum overview and contact the class teacher if they wish to discuss the coverage in more detail or withdraw their child from this area.

RSE Coverage

Key Stage 1

During key stage 1 pupils will

- learn about growing from young to old.
- learn about the names of the main body parts and the similarities and differences between boys and girls.
- learn about appropriate and inappropriate touch.
- learn about different types of feelings and how we manage them.
- learn how people's bodies and feelings can be hurt.
- learn about when things don't go well, teasing and bullying and how to deal with them.
- learn about rules we have for keeping emotionally and physically safe.
- learn about shared responsibility for keeping themselves and others safe.
- learn about the importance of not keeping adults' secrets, only surprises.
- learn about a wide range of feelings and how to manage them. To learn how to be sensitive to the feelings of others.
- learn about how different types of behaviour affects others.
- learn about what fair and unfair, the impact of kindness and right and wrong.
- learn about the importance of respect for differences and similarities between people
- learn about groups and communities that they belong to.
- Basic first aid

KS2

During key stage 2 pupils will

Year 3 & 4

- learn about different types of relationships.
- learn about how to develop and maintain healthy relationships.
- learn about personal space and how this can make them feel comfortable and uncomfortable and to respect peoples space.
- learn about how our actions can affect ourselves and others.
- learn about stereo types
- learn about the differences and similarities between people.
- learn to listen and respond respectfully to a wide range of people and care about their feelings.
- learn about the concept of keeping something confidential or secret and when they should/shouldn't keep a secret.
- learn about asking for help, resisting peer pressure and the different types of negative pressure.
- learn about strategies that keep us safe, about physical, emotional and online safety and the importance of personal safety.
- learn about who they can trust to take care of their bodies, about consent and that they have the right to protect their bodies.
- learn about recognising and caring about others feelings and respecting their views; knowing when/how to challenge points of view.
- Basic first aid

Year 5 & 6

- learn about words that help to describe the range and intensity of their feelings to others.
- learn how to respond appropriately to a wider range of feelings in others.
- learn about what constitutes a healthy relationship.
- learn about acceptable/unacceptable physical contact and how to respond.
- learn about managing and maintaining relationships and how to communicate respectfully.
- learn about differences and similarities between people.
- learn about challenging stereotypes.
- learn how our actions can affect ourselves and others.
- learn about managing dares.
- learn about keeping things confidential or secret and when they should and shouldn't keep secrets.
- learn about unhelpful pressure and about influences on behaviour.
- learn about risk in different familiar situations and develop strategies for managing risk.
- learn about the choices pupils can make about their health and wellbeing and what influences these. To learn about puberty and body changes and how puberty leads to adolescence.
- Basic first aid

Year 6

- learn about puberty and body changes and how puberty leads to adolescence and link to the human life cycle.
- learn about human reproduction
- Identify the roles and responsibilities of parents and carers.
- learn about the positive and negative influences on health and wellbeing and how the media influences can affect choices.
- learn about different types of relationships including marriage between 2 people of the same or opposite sex, civil partnerships.
- learn that they have the right to choose who they marry and that arranged marriages, marriage and civil partnerships are between 2 people who agree.
- To identify that forced marriage is wrong and against the law.
- Basic first aid

Resources

The resources used to support teaching and learning will be appropriate to the age of the children. The resources will also reflect the diverse nature of the school population. In order to support and enhance to teaching and learning of both PHSE and RSE the resources will be regularly updated / audited.

Drugs, Alcohol and Tobacco Education (DATE)

Drugs education provides children with accurate information about drugs, in a safe and secure learning environment. This however, is only one aspect of Drugs

education. It also serves to help children develop the confidence, skills and attitudes which will help them to deal with situations in which they might find themselves.

At Norris Bank Primary School, Drugs education is delivered through the use of the DATE curriculum. This forms part of the wider Scheme of Work for PSHE and has been organised to be taught as part of the RSE and Keeping Healthy unit completed during the summer term.

Key Stage 1 will

- learn about some of the things that keep our bodies healthy.
- learn about the spread of infection.
- learn about what goes into our bodies both good and harmful.
- learn about the roles of medicines.

Key Stage 2 will

- learn about what is meant by habit and how habits are hard to change
- learn about commonly available substances and drugs and the risks and effects these have.
- learn about the effects of legal and illegal substances and drugs.
- learn about habits in relation to tobacco alcohol and drug misuse.

Resources

Schemes of Work and whole school resources for supporting Circle Time activities are kept in the PSHE area on the school server. A range of resources are kept in the Store Cupboard in the KS2 corridor. The school library also has a range of books to support the teaching of PSHE.

Advice about all aspects of PSHE, including resources, is available from Tanya Cross (LA Health and Well-Being advisor).

Citizenship

At Norris Bank Primary School the aims of Citizenship education are to enable pupils to:

- explore the diversity of identities in the UK and the need for mutual respect and understanding
- appreciate the importance of playing an active role in democratic systems
- know and understand the work of community based voluntary groups
- investigate the world as a global community
- develop skills of enquiry and communication
- develop skills of participation and responsible action.

This will be delivered through:

- explicit PSHE and Citizenship following the Living in a Wider world section of the PSHE Association frame work

- cross curricular links within topic work
- whole school initiatives and extra-curricular activities. For example religious celebrations and festivals, school council elections, additional enrichment and engagement activities.

Dealing with sensitive issues

Wherever possible (taking into account family background, culture, religious belief and children's differing experiences) teachers should answer all questions relating to RSE in an open and factual way – for example using the correct names of body parts.

Teachers should use their professional judgement and discretion when answering questions raised by the children.

To safeguard all those concerned, teachers should not enter into discussions about their personal issues and lifestyle choices and no one (teacher or child) has to answer a personal question or a question about which they feel uncomfortable.

SEN / Equal Opportunities / Inclusion / Diversity

All the children at Norris Bank Primary School receive a broad and balanced PSHE curriculum, regardless of their age, gender, ability or cultural origin. Teaching is differentiated to take into account children's differing abilities and learning styles using resources specifically for SEND children from the PSHE Association.

Assessment, Reporting and Recording

Formative assessment is ongoing and is recorded on teacher's planning. Summative assessment is carried out termly identifying children who exceed and are emerging in the areas covered during that term as assessment of prior learning and next steps at the end of the half term. This will inform if any additional support may be needed.

Monitoring and Evaluation

The subject Leader will monitor the teaching of PSHE in accordance with the School Self-Review Policy and the monitoring timetable established for all Subject Leaders set out in the Subject Leader portfolio.

Other strategies / agencies

Whilst the SEAL, RSE SPIRAL curriculum and DATE SPIRAL curriculum form the basis of PSHE teaching and learning within the classroom, a wide range of other strategies are in place, which contribute to the development of the children's social and emotional wellbeing.

The school also receives support from the Local Authority advisor and the associated PSHE network, other agencies such as Primary Behaviour Support Service and Primary Jigsaw

Confidentiality

Should any disclosures occur during the teaching of PSHE, teachers should deal with the incident in line with the Safeguarding and Child protection policy and procedures. It should be made clear that teachers can never offer unconditional confidentiality. If at any stage a child does disclose information which gives rise to concern, the Designated Safeguarding Lead (DSL) must be informed. In this school our DSL's are: Mrs Elena Ponsen Headteacher and Mrs Natalie Evens Deputy Headteacher.