



## **PSHE Education Policy**

Rudyard Kipling Primary  
School

March 2019



# Rudyard Kipling Primary School and Nursery PSHE Policy

‘Together we will help each other to achieve our best’

## **Context and introduction**

The importance of PSHE education in for example preventing bullying, prejudice, substance misuse, sexual exploitation, and in contributing to positive physical, emotional and mental health and healthy relationships is increasingly recognised. Therefore, at Rudyard Kipling Primary school & Nursery PSHE education is a central part of our curriculum as it enables our pupils to build healthy friendships and relationships and keep themselves safe now and in the future. We believe that effective PSHE education supports the teaching of behaviour for learning, growth mind-sets and that it contributes to the wellbeing, safety and achievement of all pupils in this school.

This policy covers our school’s approach to the personal, social, health and economic education (PSHE education) curriculum and meets the statutory requirement for a relationships and sex education (RSE) policy. This policy also applies to PSHE education delivered to pupils who are on school roll, but are educated off-site for part of their education.

## **Definitions**

### **PSHE**

Personal, Social, Health and Economic Education (PSHE education) is

*‘...a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.’*

*PSHE Association quoted in the PSHE Education Programme of Study for Brighton & Hove Schools, 2014.*

PSHE education involves the development of knowledge and understanding, skills and provides opportunities to explore attitudes and values. It is delivered through the core, inter-related three themes of:

- Health and Wellbeing
- Relationships and
- Living in the wider world

### **Relationships and sex education (RSE)**

Relationships and sex education (RSE) enable children and young people to develop respectful and consensual attitudes, behaviours and relationships. RSE addresses the questions and concerns raised by biological changes – for example, exploring the feelings that the arrival of a new baby can bring, or the effect of puberty on friendships. It also provides balance to sometimes distorted messages about sex, gender roles and relationships in the media, and helps protect children by explaining boundaries and safety, and developing the skills and understanding needed to recognise abusive behaviour and seek help.

*Relationships and Sex Education Guidance for Brighton & Hove educational settings, 2015.*



# Rudyard Kipling Primary School and Nursery PSHE Policy

‘Together we will help each other to achieve our best’

RSE is a planned programme of learning about the emotional, social, legal and physical aspects of growing up, relationships, sex, gender identity, human sexuality and sexual health that provides children and young people with:

- the essential skills for building positive, enjoyable, respectful, equal and non-exploitative friendships and relationships, for managing risk and for staying safe.
- the opportunities to explore attitudes and values within a safe and inclusive learning environment that values every person and acknowledges different faith, cultural and personal perspectives on relationships and sex.

## **Drug alcohol and tobacco education (DATE)**

The definition of a drug being used in this policy as follows:

A drug is any substance which, when taken into the body, affects the chemical composition of the body and how the body functions. The definition therefore includes illegal drugs, alcohol, tobacco, medicines, volatile substances (e.g. aerosols, solvents, glue or petrol) and novel psychoactive substances (so called legal highs).

Drug, alcohol and tobacco education (DATE) is an effective way of promoting pupils’ wellbeing and safeguarding them from alcohol and drugs harms. Promoting children and young people’s health and wellbeing, within the context of alcohol and drug education, means providing planned and structured learning opportunities to develop pupils’ knowledge, skills, attitudes and understanding about all drugs; as well as awareness of the benefits of a healthy lifestyle in relation to their own or other’s actions. By building pupils’ resilience, values and skills around alcohol and drugs, teachers help young people to develop the life skills to enter adulthood healthy and avoiding harms.

## **Statutory Duties**

Our PSHE education programme supports our school to meet our statutory duties ‘to promote the well-being of pupils at the school’ and to ensure that we have a balanced and broadly-based curriculum 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.

As part of this broad and balanced curriculum, PSHE education also prepares pupils positively for life in modern Britain and promotes the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. It also supports children and young people to develop social and emotional aspects of learning it and contributes to the explicit teaching of character traits, attributes and behaviour for learning.

In the planning and delivery of PSHE education we will also show due regard under the Equality Act 2010 to the need to:

- Eliminate discrimination and harassment



# Rudyard Kipling Primary School and Nursery PSHE Policy

‘Together we will help each other to achieve our best’

- Advance equality of opportunity and
- Foster good relations

## **Aims and Objectives of PSHE Education**

Rudyard Kipling Primary & Nursery’s overarching values:

- Create a caring, safe and calm environment in which effective learning can take place and there is mutual respect between all members of the school community.
- Promote the development of children’s self-worth, identity and achievement.
- Ensure we meet the needs of all children and families.
- Develop in all children the ability to listen to and empathise with others and to appreciate and celebrate differences.
- Effectively support our LGBT, non-binary and gender questioning children and families within Rudyard Kipling Primary School community.
- Support children in becoming independent, self-disciplined and responsible lifelong learners who are able to make positive choices.

## **The PSHE education curriculum**

PSHE education is given dedicated curriculum time; our discrete curriculum weekly time allowance for PSHE education is an hour a week across KS1 and KS2. Reception give dedicated time to covers discrete Reception SEAL and PSHE early learning goals from *Development Matters*.

### **Inclusive PSHE education**

All our pupils whatever their experience and background are entitled to a quality programme of PSHE education that helps them build their confidence, a positive sense of self and identity and the ability to stay safe. All classes include pupils with different ethnicities, abilities and disabilities, languages, faiths, experiences and backgrounds, families, genders and sexual orientations. To encourage all pupils to participate in lessons we do our best to ensure the content, resources, approaches and language used reflects this rich diversity in our school community.

We aim to ensure that the PSHE education curriculum is accessible to all so that all pupils can make progress in this subject. We also recognise that some groups may be more vulnerable to exploitation or risky behaviours and will ensure that we reflect this in our programme.

PSHE education promotes awareness, respect and understanding of the similarities and differences between individuals and groups and provides an opportunity to explore the range of different views that are held in a safe and supportive learning environment.



# Rudyard Kipling Primary School and Nursery PSHE Policy

‘Together we will help each other to achieve our best’

Therefore the programme is supportive of our equality and anti-bullying policies and the promotion of our school values.

## **The organisation of PSHE education**

### **Co-ordination and Monitoring**

The PSHE education co-ordinators [Danay Clarke and Luana Casey] is responsible for co-ordinating and monitoring the PSHE education curriculum. They are responsible for drawing up the programme, arranging training and updates for teachers and obtaining, distributing up to date resources. The PSHE co-ordinator is also responsible for ensuring that pupil voice is used to enrich and support curriculum review and development as described in section 3.2. The PSHE Co-ordinator regularly attends local network meetings and training opportunities.

### **Cross curricular links**

PSHE education is a broad subject, with many links to other subject areas. For example aspects of PSHE education are also covered in Science, Literacy, RE, Drama and Computing. We ensure that these links are drawn out and overlapping aspects enrich each other rather than repeating content by cross curricular planning and liaison with colleagues planning other aspects of the curriculum.

## **Delivering the PSHE education curriculum**

### **Safe learning environments**

PSHE education involves teaching and learning about a range of subjects many of which are sensitive or challenging and for some children and young people could be directly relevant to their lives and so it is essential to establish a safe learning environment.

PSHE education can give rise to pupil disclosures in particular with respect to specific areas of the PSHE curriculum, for example relationships and sex education and drug and alcohol education. In practice, confidentiality as a ground rule or part of a working agreement in a PSHE education lesson will mean:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to
- everyone taking responsibility for what they share (children and young people will need guidance on this issue)
- sometimes not talking about something outside the group or using names
- adults in the classroom being bound by the same rules, except where a child or young person discloses something that the adult is obliged to report in the best interests of that child and or under safeguarding responsibilities.

In creating and maintaining a safe, learning environment we will consider the needs of individual pupils, use distancing techniques, challenge prejudiced language and behaviour when we see it and ask for pupil feedback. We will also use anonymous question boxes to provide pupils / students with the opportunity to ask further questions.



# Rudyard Kipling Primary School and Nursery PSHE Policy

‘Together we will help each other to achieve our best’

We also have a range of strategies in place to ensure that pupils / students know how they can access extra help or support. These include: bubble time, helping hands and posters signposting to services.

## Teaching and learning methodology

A wide variety of teaching and learning styles are used within our PSHE education, with an emphasis on active learning and the teacher as facilitator. This includes planned learning activities (drawing on a range of learning styles), skills practice, review and reflection.

We evaluate approaches to teaching and learning in partnership with pupils. This is done through pupil conferencing and use of video and photographing evidence in lessons.

## Assessment

There are no statutory requirements for end of key stage assessments in PSHCE and Citizenship at Key Stages 1 & 2. It is, however, necessary for teachers to keep progress records and report to parents.

Opportunities for assessment are identified throughout the scheme of work for PSHCE & Citizenship. A variety of techniques for both formative and summative assessment will be used during the assessment process (not all written). Children will be encouraged to participate in the assessment process wherever possible.

Examples of observational assessment opportunities:

- Giving talks/presentations
- Writing letters
- Participating in discussions
- Taking part in role-play
- Interviewing people

## Specific issues

As described in section 3.3 we aim to ensure our programme provides positive visibility of all groups in our school including the range of ethnicities, disabilities, genders, gender identities, sexual orientations and faiths and religions. The PSHE education programme will also support pupils to develop a positive understanding of our similarities and differences and to have respect for others. Therefore our PSHE lessons aim to help children and young people to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. We have referred to local advice in the *Relationships and Sex Education Guidance for Brighton & Hove educational settings, 2015* to help us ensure our programme is inclusive.

## Responding to prejudice and stereotyping

Our PSHE education programme will include exploring a range of different attitudes and values and these may give rise to conflicts between for example the expression of religious or cultural views or attitudes (including attitudes learned at home) which run counter to school values related to difference and diversity. It is part of the process of growing up that



# Rudyard Kipling Primary School and Nursery PSHE Policy

‘Together we will help each other to achieve our best’

we explore these conflicts and clashes and appropriate discussion can support this process. We think open discussion is important, however, staff will aim to fairly maintain and assert school values and policy and support pupils and students to behave within school policy and the law.

During discussions in PSHE education it is likely that some forms of prejudice will arise whether intentionally or unintentionally. School staff will remember that even comments made in ignorance can be hurtful and can lead to individuals not feeling safe within the school community. All prejudice based incidents will be appropriately explored or challenged and recorded.

As part of PSHE education pupils and students will also be taught the skills to safely challenge prejudice and stereotyping amongst their peer group including LGBT topics.

## **Resources**

All resources are selected to ensure that they are consistent with the schools ethos and values and support the PSHE aims and objectives. Care is taken to ensure resources comply with the school’s equal opportunities policy. The co-ordinator will allocate resources as appropriate, linked to the scheme of work. These will be stored by each year group in a ‘topic box’. Some of the books are available to pupils and parents in the library.

## **Liaison with partner schools**

We liaise with our partner schools to ensure continuity and progression and find out what has been taught and how so that we do not leave gaps or repeat the same content in the same way. As a spiral curriculum progresses we will however be addressing some of the same issues in more depth or sophistication across key stages and school phases.

## **Confidentiality**

Confidentiality issues are central to PSHE. Rudyard Kipling School is committed to acting in the best interest of all the individuals within the school community. Children and young people are regularly told; in age and maturity appropriate language that school staff cannot maintain complete confidentiality and that information that discloses a child is being hurt or harmed or at risk of hurt or harm will need to be shared. School staff are provided with safeguarding training on how to manage disclosures including those made in PSHE lessons or as a result of them. Pupils are regularly reminded of sources of confidential support and advice for example.

If a child or young person discloses information which they ask not to be passed on, then we will honour the request unless:

- There is a safeguarding concern
- Information is requested for cooperation with a police investigation
- There is a need to make a referral to an external service.

Pupils are reassured that if confidence has to be broken they will be informed first and will be supported as appropriate. Children and young people will be kept informed about how any information they have disclosed will be treated by the school and who will have access to it. Disclosures made by children and young people related to their sexual orientation or gender identity are examples of disclosures which are not safeguarding issues unless there is



# Rudyard Kipling Primary School and Nursery PSHE Policy

‘Together we will help each other to achieve our best’

additional evidence of harm or risk to that child or another child. This level of personal information will only be shared on a need to know basis and with the agreement of the child and or their family.

## **Safeguarding**

The best interests of the child or young person will always be a guiding principle. If a disclosure, or question asked raises a safeguarding or child protection concern we will work within the school’s safeguarding/child protection policy.

The age of consent in the UK is 16 years old, for all sexual orientations. Sexual activity with a child aged under 13 years old is statutory rape. Children and young people aged under 13 are not deemed capable of giving consent to sexual acts, including between two children. Any disclosure of sexual activity involving a child under the age of 13 is always a safeguarding issue. The school’s safeguarding procedure will then be followed.

We are also aware that some PSHE lessons will be particularly sensitive for some groups of children or young people affected by the issue being discussed. Where we know of an individuals’ background that may affect their response to a lesson we will work with them and if appropriate their parents and carers to discuss how they can appropriately access the learning. In all PSHE lessons we will aim to be sensitive to the potential experiences of the children and young people in the class.

## **Drug and alcohol related incidents and searching**

Our aim through the drug, alcohol and tobacco education programme is to prevent the use of or early use of drugs and alcohol. We make it clear to pupils and parents and carers that drugs and alcohol are not to be brought onto school site or school trips and that it is not appropriate for anyone to be under the influence of drugs and alcohol during the school day. However, incidents can occur and when they do we will:

- Protect as far as possible the interests of the child or young person concerned
- Protect other children and young people in our school community
- Contact the Police or the Multi-Agency Safeguarding Hub (MASH) when needed and in line with safeguarding policy and local guidance
- Tackle the dealing of drugs more severely than users
- Reinforce the educational emphasis on knowledge, awareness and skill development
- Challenge prevalent social norms related to drugs and alcohol and their use
- Provide additional for students who have or at risk of developing substance misuse issues in partnership with ru-ok?

Our school follows Brighton & Hove City Council’s guidance in dealing with drug and alcohol related incidents.

We will follow Department for Education [Searching, Screening and Confiscation: Advice for Schools](#), but will also seek support from our schools’ police officer if a young person refuses to give their consent to a search.





# Rudyard Kipling Primary School and Nursery PSHE Policy

‘Together we will help each other to achieve our best’

## **Parents and carers**

### **Partnership**

We are committed to working in collaboration with parents and carers who are important educators about many aspects of the broad area of PSHE education. We are aware that many parents and carers like to follow-up on issues discussed in PSHE lessons at home and so we keep parents and carers informed of the programme including through the publication of our Programme of Study/Curriculum Framework/ available on the school website. If a parent or carer wishes to discuss any aspect of the PSHE education curriculum they should contact the PSHE education coordinator / class teacher / or Head teacher.

We offer a parent’s and carer’s evening in year 6 so parents and carers can find out more about PSHE education and topics such as RSE and recommend materials that parents and carers can share with their children to support the programme. As part of this we support parents and carers to improve their skills in talking with their children about issues such as drugs and alcohol, relationships and sex education and mental health.

### **Parental right to withdraw from relationships and sex education**

We recognise the legal right for parents and carers to withdraw their children from the aspects of relationships and sex education that fall outside of National Curriculum Science and we ensure that parents and carers understand this right to withdraw through the letters home / this policy. We then ask that the parent or carer who wishes to withdraw their child speaks discusses their concerns with us so that we can have the opportunity to address any issues.

## **Implementation of policy**

### **Monitoring of this policy and the delivery of PSHE education**

The review and monitoring of this policy will be the responsibility of the PSHE education co-ordinator and will include:

- Review of planning and guidance and development of a development plan for PSHE education
- Liaison / meeting time with class teachers
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme (using quality review frameworks when available)
- Release time for the co-ordinator to enable them to carry out the above
- Evaluation and focus group comments from pupils
- Staff training in response to needs identified in the monitoring process



## **Rudyard Kipling Primary School and Nursery PSHE Policy**

**‘Together we will help each other to achieve our best’**

Governors, in liaison with class teachers, have the opportunity to observe PSHE education sessions. The PSHE education co-ordinators is available to discuss the PSHE education programme with them informally.

The success of our PSHE education programme will be judged reductions in bullying recorded / improvements in relevant SAWSS data / improvement in behaviours for learning / reduction in playground incidents / increased awareness of opportunities for referrals to services/ effectiveness of CPOMS.



# Rudyard Kipling Primary School and Nursery PSHE Policy

‘Together we will help each other to achieve our best’

## Appendix A

### PSHE Education Curriculum (based on Brighton & Hove PSHE Education Programme of Study)

#### A.1 Skills

PSHE Education teaches a range of essential skills that support character and behaviour for learning:

The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	The skills of enquiry
<p><b>S1.1</b> Critical, constructive self-reflection (aware of own needs, motivations, strengths, next steps for development, influence of perception of peers’ behaviour)</p> <p><b>S1.2</b> Learning from experience and mistakes to seek out and make use of constructive feedback</p> <p><b>S1.3</b> Setting challenging personal goals (strategies to achieve them, knowing when to change them)</p> <p><b>S1.4</b> Making decisions and choices (knowing when to be flexible, when to hold firm)</p> <p><b>S1.5</b> Recognising common ways we can develop unhelpful thinking (generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <p><b>S1.6</b> Resilience (self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p><b>S1.7</b> Self-regulation (managing strong emotions, e.g. negativity, impulse, stress)</p> <p><b>S1.8</b> Recognising and managing the need for peer and other approval</p> <p><b>S1.9</b> Self organisation (time</p>	<p><b>S2.1</b> Active listening</p> <p><b>S2.2</b> Empathy</p> <p><b>S2.3</b> Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</p> <p><b>S2.4</b> Negotiation (including flexibility, self-advocacy and compromise)</p> <p><b>S2.5</b> Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience)</p> <p><b>S2.6</b> Recognising and developing strategies for managing and challenging pressure, conflict, persuasion, prejudice and coercion</p> <p><b>S2.7</b> Responding to the need for positive affirmation for self and others</p>	<p><b>S3.1</b> Formulating questions</p> <p><b>S3.2</b> Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</p> <p><b>S3.3</b> Analysis (including separating fact from opinion)</p> <p><b>S3.4</b> Planning and deciding</p> <p><b>S3.5</b> Recalling and applying knowledge creatively and in novel situations</p> <p><b>S3.6</b> Drawing and defending conclusions using evidence and not just assertion</p> <p><b>S3.7</b> Identification, assessment (including prediction) and management of risk</p> <p><b>S3.8</b> Evaluating social norms and recognising stereotypes</p> <p><b>S3.9</b> Reviewing progress against objectives.</p>



# Rudyard Kipling Primary School and Nursery PSHE Policy

‘Together we will help each other to achieve our best’

management).		
--------------	--	--

## A.2 Overarching concepts

- **Identity** - developing sense of who I am, where I come from, personal qualities, attitudes, skills, attributes and achievements and what influences these
- **Relationships** - including different types and in different settings
- **Health and wellbeing** - including physical, emotional and social and balance related to relationships, work-life, diet, exercise and rest, spending and saving
- **Risk and safety** - managing rather than avoiding risk, keeping safe by making positive choices, managing behaviours in a range of settings
- **Diversity and equality** - in all its forms and particularly related to the Equality Act ‘protected groups’ - age, sex, sexual orientation, gender identity, disability, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity
- **Rights, responsibilities and consent** - related to self and others and including participation, fairness and justice
- **Change and resilience** - the skills, strategies and ‘inner resources’ we can draw on to manage challenging change or deal with difficult circumstances
- **Power** - how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes
- **Economic wellbeing** - including aspirations, career, enterprise, economic understanding and financial capability

## A.3 Themes

The broad themes of our PSHE education programme:

### 1. Health and Wellbeing

This theme links with the relationships theme and has cross curricula links with Science and RE.

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing including sexual health
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss



# Rudyard Kipling Primary School and Nursery PSHE Policy

‘Together we will help each other to achieve our best’

- about parenthood and the consequences of teenage pregnancy
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- how to assess and manage risks to health and to stay, and keep others, safe
- how to respond in an emergency
- to identify different influences on health and wellbeing
- the role and influence of the media on lifestyle
- how to identify and access help, advice and support

## 2. Relationships

This theme links with the health and wellbeing theme and has cross-curricula links with RE, other Humanities subjects and Global learning.

- to develop a sense of self and ethnic identity and cultural heritage
- how to develop and maintain a variety of healthy relationships, within a range of social and cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters
- how to respond to and deal with risky or negative relationships and ask for help
- about managing loss including bereavement, separation and divorce
- about the concept of safe touch and consent in a variety of contexts (including in sexual relationships)
- how to respect equality and diversity in relationships and be a productive member of a diverse community
- how to identify and access appropriate advice and support

## 3. Living in the Wider World

This theme has cross-curricula links with RE, Citizenship, Global Learning, Geography and Numeracy.

- about respect for self and others and the importance of responsible behaviours and actions



## Rudyard Kipling Primary School and Nursery PSHE Policy

‘Together we will help each other to achieve our best’

- about rights and responsibilities as members of families, different groups and communities, members of diverse communities, and as participants in the local and national economy
- to respect equality and to be an active citizen of a diverse community
- about the importance of respecting and protecting the environment
- about the economic and business environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people’s lives
- an understanding of enterprise.
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.