

PSHE Policy New River College (NRC)

NRC Core values:

- ✓ Educating and supporting all pupils to learn
- ✓ Providing a safe, nurturing and supportive environment
- ✓ Making sure all pupils have the skills to return to mainstream education or to access their next steps in learning
- ✓ Working in partnership with others, especially Islington schools



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Rationale and Ethos

At New River College we know PSHE makes a significant contribution to developing values, skills and age-appropriate knowledge pupils need to thrive as individuals both at school, in the wider community and in the future.

From recognising and building healthy, long-lasting relationships to knowing the effects and choices they have regarding drugs and alcohol, PSHE helps to prepare our pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Teaching of PSHE and RSHE through a planned programme with learning which is appropriate to children's ages, abilities and stages of development is key to ensuring we "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" (Education Act 2002).

The curriculum will be built to respond to the personal needs and questions of the pupils at New River College. It will recognise safe boundaries, promote core values and maintain the ethos of the school through teaching. Incorporated within the curriculum will be the objectives of the statutory Relationship and Health education, as well as carefully selected Sex Education objectives, ensuring the pupils have a broad and balanced PSHE and RSE curriculum that addresses their needs.

It shall be shared and agreed by our Parents/Carers, our Governing Body, all Staff and Children to our school to ensure all support our children's learning journey and development in this subject area.

Aims

Our programme aims to help and support young people through their physical, emotional and moral development and learn to respect themselves and others so they move with confidence from childhood through adolescence into adulthood and be prepared for these changes.

At New River College we aim to give our pupils opportunities to take and share responsibility for their actions and reflect on other people's actions. They can take part positively, confidently, and appropriately in discussions about a variety of subjects including making real life choices and decisions. During their PSHE education we aim for high quality visits and visitors to provide further enrichment to the curriculum and the children will be able to show acceptance towards others, showing courtesy, tolerance, respect, and kindness both in lessons and visits. We also aim for children to learn and feel confidence in asking for help and find information and advice in areas they would like to have more understanding or support in.

Legislation and guidance

This policy incorporates the statutory guidance outlined by the Relationships Education, Relationships and Sex Education (RSHE) and Health Education produced by the Department of Education 2019 and the National Curriculum 2014 which requires schools to provide a broad and balanced curriculum and sets out the rights of parents/carers' to withdraw pupils from sex education (but not Science, Relationships or Health Education). This policy also incorporates recommendations in the DFE Sex education document

- Prepares key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- Teaches understanding of how to be healthy.
- Is complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

'We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes.'

This policy meets our obligations under the Public Sector Equality Duty and the Equality Act 2010 that places duties on schools to help to reduce prejudice-based bullying and in doing so to keep safe protected characteristic groups (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

Safe and Effective Delivery and Practice

There are three modes of delivery of PSHE across New River College Primary curriculum:

1. Designated PSHE time – PSHE is taught throughout the college as a separate subject, with one lesson to each class per week.
2. Opportunities through other subjects – learning opportunities exist across the curriculum e.g. through group-work requiring communication and co-operation. Pupils also meet at breakfast and lunchtime where they socialise with adults and each other.
3. Curriculum enrichment activities - educational visits and visitors, healthy schools, safety and cohesion projects, special themed days throughout the year.

During these times sensitive questions and issues may arise. New River College works to respond safely and effectively to these questions and issues through:

- Creating ground rules at the beginning of each activity/unit with pupils
- Responding to pupils' questions sensitively either individually or with the support of management
- Small group classes with additional adults to support pupils
- Communicating with parent/carers any issues that have arisen
- Using reliable sources of information and providing guidance to pupils on these
- Promoting safe, equal, caring, and enjoyable relationships while discussing real life issues
- Giving a positive view of human sexuality including learning about bodies and sexual health
- Giving pupil opportunities to reflect
- Signposting children to appropriate services to seek advice
- Awareness of the pupil's individual needs, including SEND (Special Educational Needs and Disabilities)
- Asking pupils views so teaching can be adapted and make more relevant.

Safeguarding

A well-planned, developmentally appropriate and factual curriculum in PSHE is an important tool to support safeguarding pupils at New River College. It is important for them to learn how to keep themselves safe in and out of school as well as in the future.

PSHE and RSHE education lessons provide context for this learning and can contribute to safeguarding by;

- Teaching subjects which educate on the law of; marriage, online behaviours, gender identity, substance misuse, violence and exploitation by gangs, extremism, and radicalisation, hate crime and FGM (dependent on cohort intake of that year)
- Teaching pupils about healthy relationships and helping them recognise unhealthy relationships
- Helping pupils recognise inappropriate behaviour towards them or others and to access help
- Raising pupils' awareness of abuse, gender-related and gang violence
- Addressing gender stereotypes and challenging the negative attitudes which lead to violence and abuse
- Teaching the language, skills and strategies that enable pupils to tackle and mitigate risks to their (or others') physical or emotional safety, including bullying, unhealthy relationships, sexual exploitation, gangs, radicalisation, drug and alcohol use and other risky behaviours
- Teaching the knowledge, understanding and skills pupils need to keep safe online
- Broadening pupils' understanding of concepts such as consent, equality, discrimination, power, and exploitation as part of a broader curriculum
- Helping pupils to support and seek help for friends who are in unsafe situations
- Helping pupils to see how their own behaviour can at times put others at risk.
- Supporting the development of personal attributes such as self-esteem, resilience, self-confidence, and skills such as managing risk, decision making, emergency aid

Confidentiality for young people in PSHE and RSHE cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils.

Teachers are aware that effective PSHE and RSHE, in bringing an understanding of what is and is not appropriate in a relationship, and providing a safe space, can occasionally lead to disclosure of a child protection issue. All staff have a duty to report concerns about pupils who we feel are at risk of harm or have suffered harm (including when we suspect that FGM has already been performed), to the DSL or a deputy, as described in our safeguarding policy. Please refer to the Safeguarding Policy for further detail.

Answering pupils' questions

Teachers should have regard to the age and stage of the pupil(s) in answering their questions, both within PSHE lessons and elsewhere. The principle is to answer appropriate questions openly and factually to address any misconceptions. If unsure how to answer, or whether a question is appropriate or relevant to the whole class, a teacher can: speak to a pupil individually; suggest that the pupil asks their parent/carer; offer to find out the best way to answer the question and use the opportunity to discuss with a colleague and respond to the pupil at a later point.

Roles and Responsibilities

Head teacher: It is the role of the Head teacher to ensure that this policy is implemented and adequate provision is made within the school budget for the provision of PSHE / RSHE / RE and Health education.

PSHE coordinator will manage curriculum development and implementation of PSHE and ensure correct procedures are followed and all staff, students, parents/carers, and professionals involved have fully understood the school's role.

All teachers/support staff: Every teacher has responsibility to implement the PSHE curriculum in line with school policy and statutory requirements. All staff support PSHE learning at school including learning assistants.

Governors: Governors are responsible for ensuring that school staff follow statutory guidelines. They also ensure sufficient time and resources are allocated to fulfil the policy and that value for money is being achieved.

Parents/carers: Parents are the primary educators of their children about PSHE, relationships and sex, particularly regarding their views and values. We intend that our school's PSHE and RSHE should complement parents'/carers' role.

Equal Opportunities

The school is committed to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can expect lessons and topics which are tailored to their needs with support to explore the topics and develop their skills and attributes within different areas of PSHE. The team work on targeting gaps of students in their PSHE understanding and learning, with no limit placed on the amount of time a child may spend focusing on certain areas of PSHE to further develop their understanding, skills, and attributes.

Curriculum Design

The curriculum for PSHE has been developed in consultation with staff, students, parents, and governors. Specific thought and consideration were given to the needs of all children using the Public Health Data to inform planning. Guidance and planning were also provided through PSHE Association and from consultation with the Islington Borough PSHE Lead.

At New River College, we follow the programme 'You, Me and PSHE' as recommended by Islington council. The programme of study covers Key Stage 1 and 2 and is focused around seven core themes, meaning that learning is developed consistently, and a deeper level of understanding can be achieved for pupils. The seven main themes are as follows:

- Relationships and health education
- Drug, alcohol, and tobacco education
- Keeping Safe and managing Risk
- Mental Health and emotional wellbeing
- Physical health and wellbeing
- Careers, financial capability, and economic wellbeing
- Identity, society, and equality
- Relationships and health Education is incorporated into the seven themes, considering the objective and the area in which it relates to for learning.

Relationships and health education

KS1 (Key Stage 1)	Boys and girls. families
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LKS2	Growing up and changing
UKS2	Healthy relationships

Drug, alcohol, and tobacco education

KS1	What do we put onto and into our bodies? Medicines and me
LKS2	Tobacco is a drug Making choices
UKS2	Different influences Weighing up risks

Keeping Safe and managing Risk

KS1	Feeling safe Indoors and outdoors
LKS2	Bullying- see it, say it, stop it. Playing safe
UKS2	Making safer choices Keeping safe- out and about FGM (female genital mutilation)

Mental Health and emotional wellbeing

KS1	Feelings Friendship
LKS2	Strengths and challenges
UKS2	Dealing with feelings Healthy minds

Physical health and wellbeing

KS1	Fun times What keeps me healthy
LKS2	What helps me choose What is important to me?
UKS2	In the media

Careers, financial capability, and economic wellbeing

KS1	My money
LKS2	Saving, spending, and budgeting
UKS2	Borrowing and earning money

Identity, society, and equality

KS1	Me and others
LKS2	Celebrating difference Democracy
UKS2	Stereotypes, discrimination, and prejudice Human rights

1. As well as the statutory requirement to teach health and relationships education, the DfE encourages primary schools to also teach age-appropriate sex education. We define sex education as education about sexual anatomy, reproduction, sexual intercourse, and other sexual behaviour. In primary school this includes learning the sexual body parts, the biological differences between male and female, about changes throughout the human life cycle, including changes during puberty and menstruation, human reproduction in the context of the human life cycle and how babies are made (conception and pregnancy) and a basic understanding about HIV and about contraception.

We believe that sex education is best taught as part of an integrated programme of relationships and sex education (RSHE) within PSHE education, in which sex is discussed in the context of respectful, healthy, adult relationships.

The details of the school's planned programme of RSHE & PSHE are taken from Islington's PSHE scheme of work 'You, Me & PSHE' (appendix 1).

Teaching and Inclusion

All children and young people whatever their experience, background or identity are entitled to good quality RSHE that help them build a positive sense of self. Respect for themselves and each other is central to all teaching. The RSHE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience. RSHE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour, and other unhealthy relationships. Teachers of RSHE agree to work within the school's framework for RSHE as described in this policy. Their personal beliefs, values and attitudes will not affect their teaching of RSHE.

Teachers will create a safe and supportive environment through:

- Boundaries for discussion and issues of confidentiality are discussed before RSHE lessons begin.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.

- Distancing techniques such as role play, third person case studies and an anonymous question box are employed when teaching sensitive issues.

They will show good practice through:

- Using the correct terminology makes clear that everybody understands and avoids prejudiced or offensive language.
- Inclusive and non-heteronormative language e.g. referring to someone's 'partner' or 'boyfriend or girlfriend' (whole phrase) helps all children and young people feel included and normalises a range of different types of relationships.
- Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.
- Resources are chosen to reflect a suitable range of cultures, identities, and genders.

Assessment

Lessons are planned to start with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

- Mind maps and discussions
- draw and write activities to find out what pupils already know
- diamond nine and other activities to find out what pupil's feel is important to them
- Work is recorded in whole class floor books

Assessment is the process where an individual pupil's learning and achievement are measured against the lesson objectives. This can be completed in different ways and selected by each individual teacher to suit the needs of their class.

- pupil reflective assessment sheets at the end of each topic
- written or oral assignments
- quizzes
- pupil self-evaluation
- reflective logbooks
- one to one discussion

Pupils are involved in each stage of the assessment process:

- At the beginning and end of a new area of work;
- Sharing learning intentions and outcomes for each lesson;
- Asking pupils to reflect on the lesson and their learning;
- Encouraging pupils to talk to each other, sharing successes and goals.

Staff Development

The school is committed to providing the resources to enable an effective PSHE programme, including adequate staffing, staff training and resources. The PSHE Lead attends local authority PSHE lead network meetings as well as some PSHE Association led courses to keep up to date with best practice and legislation. Learning shared from these is cascaded at every opportunity within the meetings structure of the school and CPD sessions.

Monitoring, Reporting and Evaluation

Monitoring is to ensure teaching is in line with school policy and that pupils are taught what is intended. Reporting and evaluation help to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

The PSHE coordinator is responsible for the monitoring and evaluation of PSHE and RSHE. A range of methods are used including:

- Learning walks
- Book monitoring
- Planning Scrutiny
- Pupils completing end of topic evaluations
- Annual PSHE and RSHE review
- Feedback to governors and SLT following the review of PSHE and RSHE
- Reports to parents e.g. coffee mornings and workshops
- Displays around the school

Engaging Stakeholders

As well as being involved in the policy consultation process, the school informs and works with parents/carers in the following ways:

- Special parents' mornings where the RSHE programme is discussed during Year 2, 4 and 6
- Before RSHE lessons in Years 2, 4 and 6 a letter to parents/carers is sent out describing the RSHE their children will cover. In this way, parents/carers can be prepared to answer questions at home
- Workshops for parents on how to confidently talk to their children about sex and relationships
- Information on the school website.

Right to withdraw

The Relationships Education, RSHE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Parents do not have the right to withdraw their children from relationships and health education.

Parents have the right to withdraw their children from the specific sex education lessons taught in Year 6, but only following a conversation with the headteacher. Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from specific sex education lessons in Year 6.

At the meeting discussions may include;

- the RSHE policy and what the National Curriculum and statutory Health Education content is and what curriculum content their child can be withdrawn from. (See appendix 1).
- How parents might provide sex education for those aspects they will not learn at school.
- What provision will be made for a child when the class is learning the topic.
- How there may be impromptu or incidental discussion of relationships and sex education topics in the classroom / in other subjects at times which the teacher will address individually with pupils at other times when their child is not in class however, they cannot undo the question/topic being raised.

“Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social, and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher”

Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance

Appendix 1 – Statutory RSHE and PHSE curriculum

KS1	1. Pupils learn to understand and respect the differences and similarities between people 2. Pupils learn about the biological differences between male and female animals and their role in the life cycle 3. . Pupils learn the biological differences between male and female children 4. Pupils learn about growing from young to old and that they are growing and changing 5. Pupils learn that everybody needs to be cared for and ways in which they care for others 6. Pupils learn about different types of family and how their home-life is special
LKS2	1. Pupils learn about the way we grow and change throughout the human lifecycle 2. Pupils learn the physical changes associated with puberty 3. Pupils learn about menstruation and wet dreams 4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this 5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty 6. Pupils learn strategies to deal with feelings in the context of relationships 7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it
UKS2	1. Pupils learn about the changes that occur during puberty 2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact 3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships 4. Pupils learn about human reproduction in the context of the human lifecycle 5. Pupils learn how a baby is made and grows (conception and pregnancy) 6. Pupils learn about roles and responsibilities of carers and parents 7. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it 8. Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted 9. Pupils learn about how the risk of HIV can be reduced 10. Pupils learn that contraception can be used to stop a baby from being conceived

Relationships Education, Relationships and Sex Education (RSHE) and PSHE Education statutory guidance
Appendix 2

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security, and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

	• practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative, or destructive. • the importance of permission-seeking and giving in relationships with friends, peers, and adults.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

References

External

This PSHE policy aligns with statutory guidance and external frameworks. Relationships Education, Relationships and Sex Education (RSHE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf The National Curriculum 2014 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf Keeping Children Safe in Education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping children safe in education 2019.pdf OFSTED Education Inspection Framework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf Public Health Data (fingertips) - https://fingertips.phe.org.uk/static-reports/health-profiles/2019/e09000019.html?area-name=islington
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Internal

This policy aligns with the school improvement plan and with internal school policies including;

- Safeguarding policy
- Equality policy

This policy was assessed as being in line with the Equality Act 2010 with those from protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) being considered.

This policy, developed in consultation with relevant staff and external partners, was formally approved by the Governing Body. This policy will be monitored and reviewed annually to ensure that current legislation and best practice is followed.

Sean McLaughlin	Chair of Governors	Signed:	Date: March 2024
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Nigel Smith	Executive Headteacher	Signed:	Date: March 2024
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Review Date: July 2026