

# ***UPSHIRE PRIMARY FOUNDATION SCHOOL***

## **PERSONAL SOCIAL HEALTH ECONOMIC & RELATIONSHIPS AND SEX EDUCATION POLICY**

### ***Mission Statement***

*At Upshire Primary Foundation School, we aim to provide opportunities for the children to achieve their full potential academically, creatively, socially, physically and emotionally in a happy, supportive, caring and inspiring environment.*

### ***School Vision***

***INSPIRE\*EXCITE\*ACHIEVE***

*Imagine an inspiring and exciting environment where learning happens because children want to achieve!*

## **Curriculum Statement**

### **INTENT**

Upshire Primary Foundation School aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

We have chosen to follow the Kapow Primary's Relationships and Sex Education (RSE)/Personal, Social, Health and Economic (PSHE) scheme of work which covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. The scheme covers wider PSHE learning, in line with the requirement of the National Curriculum (2014) that schools 'should make provision for PSHE education.' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty

Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2024)' guidance states that 'Governing Bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2024), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

### **IMPLEMENTATION**

The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

#### **EYFS:**

- Self-regulation
- Building relationships
- Managing self

#### **Key stage 1 and 2:**

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning and lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where the lessons within the scheme go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE.

Sex education has been included in line with the DfE recommendations and is covered in Year 6. The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

The role of parents and carers is recognised, and guidance is provided to assist schools on how to work with them and include them in their children’s learning.

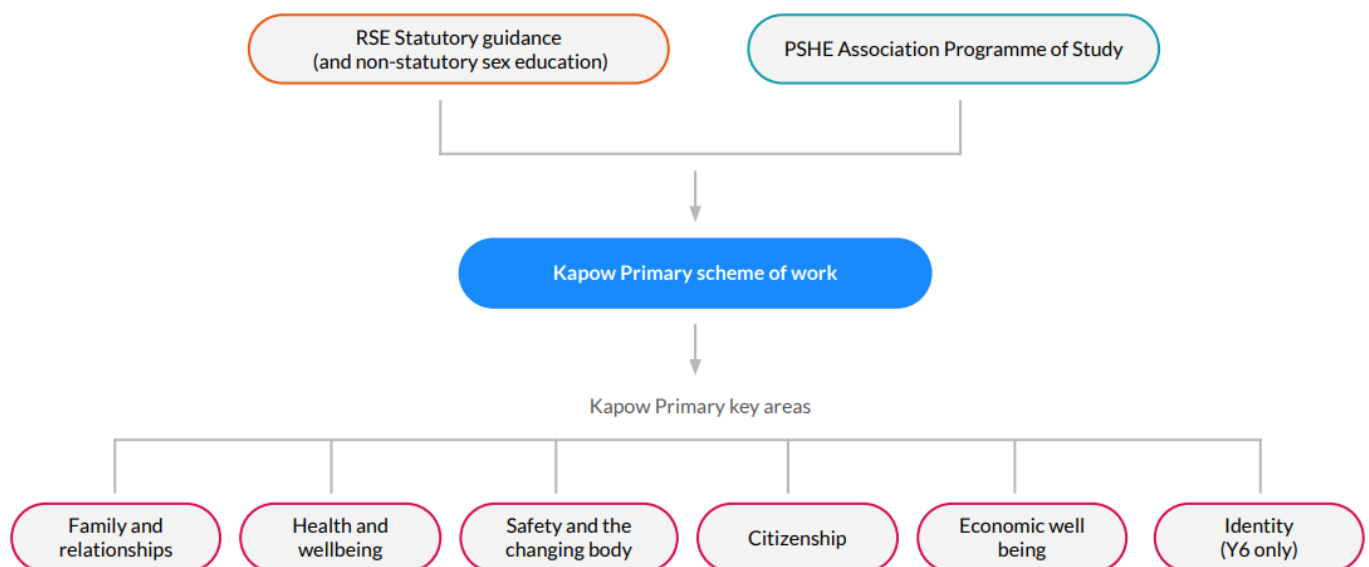
**IMPACT**

Each lesson within Kapow Primary’s scheme features assessment guidance to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson.

Each unit of lessons also comes with an Assessment Quiz and Knowledge catcher which can be used at the end to help measure progress and identify any gaps in learning. The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning.

Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

**Curriculum Overview**



## EYFS PSED

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage. The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of reception year. These are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory Development Matters guidance.



## Teaching Strategies

The 'Kapow' programme of study is used in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children.

Teachers' planning takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Reading and written tasks are included with increasing frequency as the children advance through the key stage.

All children have access to the curriculum through variation of task, grouping or support from an adult. Children's confidence will be built through praise for any contribution they make, however tentative. Whole class teaching is used, although pupils also work individually, in pairs or in groups (to cater for different learning styles). Each class also takes part in workshops from outside organisations.

## Assessment

Teachers use assessment for learning to inform lessons and ensure progression. We assess children's work in PSHE by making informal judgements as we observe them during lessons. Teachers complete an online assessment spreadsheet which is used to inform next steps.

## SEND/Inclusion Provision

The Equality Act 2010 requires schools to have due regard to the public sector equality duty which includes the need to:-

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

In terms of RSE, it is important that teaching meets the needs of all children in school and fosters good relationships between groups. The theme of equality is included throughout our content. One area which has caused concern for some schools is the teaching about same sex relationships. This is covered as one of the protected characteristics of the Equality Act and should be included.

At Primary level it is statutory to teach about different types of families and this would include those with same sex parents. In line with good practice these themes are included within our lessons and are not standalone units. For example, in the lesson about families, same sex parents are included alongside other types of family and in the lesson on marriage same sex marriage is covered. Same sex relationships are also addressed within our puberty lessons, as children learn about the emotional changes they will go through. This includes information on how they may begin to feel attracted to other people and it is vital that teachers recognise that some children will be attracted to people of the same sex, or both the same sex and the opposite sex.

RSE is statutory for all children, and it is important that all children take part in the lessons. Each lesson includes differentiation to support you in meeting their individual needs. The statutory guidance makes it clear that lessons need to be accessible to children with special educational needs. These children are often more vulnerable and therefore this learning is of vital importance to help to keep them safe.

As the RSE content is statutory there is no right to withdraw for parents. The only aspect they have the right to withdraw their children from is sex education should you decide to teach this. Within the Kapow Primary lessons, these would be: - Year 6 > Safety and the changing body > Lesson 5: Conception - Year 6 > Safety and the changing body > Lesson 6: Pregnancy and birth.

### **Cross Curricular/Enrichment Opportunities**

There are many cross curricular links for example in Computing, Science, DT, and PE. These links can be used to reinforce children's learning and to explore topics in a different way. In RSE lessons children should have the opportunity to discuss their ideas and feelings on topics as well as exploring facts.

### **Links to other Policies**

Relationships and Behaviour  
SEND  
Child Protection and Safeguarding  
Support Children with Medical Conditions