



FIVE STONES

Learning Federation

**Five Stones Learning Federation
Science Policy**

Adopted: September 2020

Review: September 2021



Five Stones Learning Federation RSHE Policy



Vision

"Life in all its fullness"

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in all its fullness' (John 10.10).

Introduction

At St. Michael's C of E Primary School PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils.

Intent

St. Michael's is a Church of England school whose ethos is founded on Christian teaching and values and in particular recognises the uniqueness and worth of each individual member of the school, both children and adults alike, all of who are loved by God. With this in mind the aim of the school is to encourage children to reflect this love by learning to understand and respect the various beliefs, traditions and practices of others, both within the school and wider community. Our purpose is to ensure that pupils leave us with a maturing understanding of the experiences and values of others and a growing sense of identity based on personal values and self-worth with the community.

Implementation

This will be implemented by using a question based programme of study from the PSHE Association which will be taught through a two-year cycle. Some aspects of PSHE will be taught in specific lessons as well as discreetly through story time. Some topics will also be covered in other topics such as ICT and science.

The PSHE programme of study focuses on three core themes (Key Stage 1 and 2):

- Living in the Wider World
- Relationships
- Health and Wellbeing

Each topic will cover:

Living in the Wider World:

- Money, spending and saving
- Making choices, decisions, responsibilities
- Needs and wants
- The world around us
- People, jobs and respect
- Role of the internet
- Community and groups
- Similarities and difference

- Caring for others
- Aspirations, role models and the future
- Media, digital resilience, online safety and influences

Relationships:

- Similarities and differences
- Our bodies
- People/families who care for us and groups we belong to
- Friendships, making positive friendships, becoming independent and dealing with arguments
- Feelings and managing feelings
- Behaviour, bullying, words and actions
- Respect for self and others, courteous behaviour, safety (inc online) and rights
- Different relationships, changing and growing and moving to secondary school

Health and wellbeing:

- Being healthy, hygiene, medicines, playing, sleep, dental care and keeping active
- Keeping safe, risks, rules, people who help us and taking more responsibility
- Feelings, mood, emotions, expressions and behaviour
- Growing and changing
- First aid, accidents and dealing with emergencies
- Personal attributes and qualities, individuality and stereotypes

Relationship and Sex Education (RSE):

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this (until this time parents have the consent to withdraw their child from sex education). The guidance also states that, 'children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and staying safe both on and offline.

As part of RSE, children will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society.

Teaching in the Early Years and Foundation Stage will differ and will be child led to reflect the interests of the children and the needs of the school. Children will take part in circle time and discuss topics and themes that at their level. Teachers will use Picture News and stories to assist in teaching the above.

Early Year and Foundation Stage:

Self-Regulation

- Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly;
- Have a positive sense of self and show resilience and perseverance in the face of challenge;
- Pay attention to their teacher and follow multi-step instructions

Managing Self

- Manage their own basic hygiene and personal needs, including dressing and going to the toilet;
- Understand the importance of healthy food choices;
- Explain the reasons for rules and know right from wrong.

Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments and friendships;
- Show sensitivities to others' needs.

Teaching and Organisation

Throughout the school, we strive to provide a safe, secure learning environment for PSHE/RSE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.

At the beginning of each year, staff and children will work together to set individual ground rules that children will follow throughout the school and lessons. This will create a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

Teaching of PSHE/RSE will have a specific session on the weekly timetable for each class/year group. Each lesson (following the PSHE Association question based model) will promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. Although PSHE/RSE will be taught through specific lesson, it will all be taught discreetly through story time, mental health awareness week, safer internet day etc.

Impact

The intended impact of our curriculum is that children build knowledge, make connection between this knowledge and use it to explore and create.

- Children will know more and remember more about PSHE/RSE with having dedicated time to learn.
- Children will be able to demonstrate a health outlook on life, health, school, family and friends, which will help with behaviour, care and respect.
- Children will understand the physical aspects involved in RSE at an age appropriate level in line with the new statutory guidelines.
- Children will have respect for themselves and others.
- Children will have positive body and mind image.

Resources

The school provides a range of resources expressing the diversity of cultures in our school and wider community. Literacy texts, art stimuli, music, religious artefacts, PSHE Association, Picture News and the use of a foreign language reflect the school's aims of giving access to cultural diversity in the teaching of the curriculum. Residential trips, special focus days, educational visits and specialist visitors offer particular opportunities for the aims of PSHE/RSE aims to be pursued.

Monitoring

The effectiveness of this policy will be monitored by the subject lead. Teachers will record children's response, questions and hands on activities through a small floor book.