



Lower Darwen Primary School

We are proud of our school.

PSHE/RSE Policy

'Lower Darwen Primary School recognises its responsibility in promoting pupils' Spiritual, Moral, Social and Cultural (SMSC), mental and physical development of our children. The Personal, Social, Health, Economic Education programme (PSHE) forms an integral part of how the school meets this responsibility and is at the core of everything we do.' (taken from Lower Darwen Primary School PSHE Mission Statement).

Introduction

At Lower Darwen Primary School our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of our children, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study developed from both the PSHE Association's Primary Scheme of Work, which is recommended by the Department for Education and SCARF (Coram Life Education). Our programme of Study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

At Lower Darwen Primary School, we acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision. The curriculum recognises the need for a planned whole school approach to the teaching of RSE addressed through a combination of timetabled teaching time for PSHE and work covered in a cross curricular way (e.g. through RE, Science, ICT and P.E).

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

In a rapidly changing world, children need to know how to keep themselves healthy and safe. They need to be able to feel positive about themselves, manage relationships and access the infrastructure of support available. RSE is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical. The school's approach to RSE is to be sensitive to the age and aptitude of the children, but to be matter-of-fact where appropriate. It should reflect the reality of young people's lives today, especially the influences of television, social media, film, our local community and young people's literature. Where controversial topics are involved, teachers are asked to use professional judgment, and to have regard to this policy.

Right to withdraw

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSHE/RSE. Any parents/carers wishing to withdraw their child from the non-statutory/non-science components of sex education should direct their requests to the head teacher.

Intent

At Lower Darwen Primary School, our overarching intent for our pupils is to provide a Personal, social, health and economic (PSHE) education programme of study which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes outlined in the school curriculum drivers as well as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Within the PSHE curriculum, we intend to provide our pupils with an age appropriate RSE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. This curriculum should enable children to make positive choices about their sexual and emotional health, both now and in the future. We seek to teach children about:

- the physical development of their bodies as they go through puberty and develop into adults.
- the ways humans reproduce
- respect for their own bodies and how to respond to unacceptable physical contact
- the importance of family life, of marriage and stable and loving relationships
- exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making and risk management
- Relationship issues
- Learning the value of respect, love and caring
- Gender and types of sexuality (including same sex relationships)
- Sexual abuse, and what they should do if they are worried about any sexual matters including issues around on-line abuse and sexting (where appropriate)

Our children will be taught in a safe and supportive learning environment based on mutual respect where the children can feel confident to ask questions or raise concerns which will be appropriately supported by staff members following the schools safeguarding/child protection policies if needed.

Implementation

We teach PSHE and RSE in the context of the school's aims and values. We will use the curriculum drivers: Self- belief, integrity, leadership, entrepreneurship, determination and courage in the PSHE curriculum to help us achieve the aims and values of the school and the PSHE/RSE curriculum.

We will teach RSE with an awareness of the moral code, and of the values that underpin all the work in school. The PSHE/RSE curriculum is taught through three core themes split into a further three topics and key learning opportunities.

Core Theme 1: Health and Wellbeing

Topic areas:

- Healthy lifestyles
- Keeping safe
- Growing and changing

Key learning:

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and well being
- Be aware of safety issues, including how to respond in an emergency
- Know how to manage change, including puberty, transition and loss

Core Theme 2: Relationships

Topic areas:

- Healthy Relationships
- Feelings and emotions
- Valuing difference

Key learning:

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships

Core Theme 3: Living in the Wider World

Topic areas:

- Rights and responsibilities
- Taking care of the environment
- Money matters

Key learning:

- Know the importance of responsible behaviours and actions
- Be responsible and independent members of the school community
- Be positive and active members of a democratic society
- Know about the importance of respecting and protecting the environment
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Know about where money comes from, keeping it safe and the importance of managing it effectively
- Have a basic understanding of enterprise

Whilst PSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

Organisation/provision

The PSHE/RSE curriculum is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE/RSE through and in other subject areas/curriculum areas

- Circle time
- Specialised assemblies
- Pastoral care and guidance
- Visiting speakers / health professionals
- School council
- Themed weeks
- Extracurricular activities

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

Foundation Stage

In the Foundation Stage, PSHE/RSE is taught as an integral part of the work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Early Years Learning Goals to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as understanding the world, physical development and Communication and Language. Foundation stage also use SCARF to support their PSHE curriculum.

Teaching PSHE/RSE to children with special needs

All pupils, regardless of their needs must be part of PSHE & RSE/HE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE/RSE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets.

For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Equality and Diversity

At Lower Darwen Primary School, PSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE/RSE education provision, in accordance with the Equality Act 2010.

PSHE and ICT

Learning in PSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet and social media. There is an e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Assessment and recording

We will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem. We will also assess the impact of the PSHE/RSE curriculum through the children's behaviours in and around school, with peers and adults.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.

- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Each class will have a specific PSHE book, where they will record their work throughout the year. Any individual work will be put into the children's curriculum book for the teacher to read. The teacher will then feedback to the children when necessary and report any concerns in line with the school's safeguarding policy.

Resources

The school is a member of the PSHE Association, an excellent website which is endorsed by the DfE and includes curriculum guidance, lesson plans, resources, and CPD training. We compliment this with SCARF, which provides a comprehensive scheme of work for PSHE education and covers all of the DfE's statutory requirements for Relationships Education and Health Education. It also covers the learning opportunities within the PSHE Association's Programme of Study, therefore providing for elements such as the rights of the child, caring for the environment, economic education, and children's social, moral, spiritual and cultural (SMSC) education, including British Values, which are statutory requirements.

Teachers will also have their own collection of resources that are age appropriate to the year group within the classes they teach. Other resources are available through the PSHE Lead and Pastoral staff.

Monitoring and review

The PSHE subject leader and leadership team are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject.

The governing body regularly reviews this document and monitor attendance and punctuality. This policy is reviewed bi-annually by the governing body.

Revised and reviewed: June 2024

Next review: June 2025

Policy written by Joanne Coward (PSHE Subject leader)

Adopted by the Governing Body of Lower Darwen Primary School (July 2025)

For government expectations see Appendix 1-3

Appendix 1 – EYFS Ages and Stages:

30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> To select and use activities and resources with help. To welcome and value praise for what they have done. To enjoy the responsibility of carrying out small tasks. To be more outgoing towards unfamiliar people and more confident in new social situations. To be confident talking to other children when playing and communicate freely about own home and community. To show confidence in asking adults for help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> To be aware of own feelings and know that some actions and words can hurt others’ feelings. To begin to accept the needs of others and to take turns and share resources, sometimes with support from others. To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. To usually adapt behaviour to different events, social situations and changes in routine.
		Making Relationships	<ul style="list-style-type: none"> To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. To initiate play, offering cues to peers to join them. To keep play going by responding to what others are saying or doing. To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> To tell adults when hungry or tired, or when they want to rest or play. To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. To usually manage washing and drying hands. To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
	Understanding the World	People and Communities	<ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. To show interest in different occupations and ways of life. To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.
40-60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> To be confident to speak to others about own needs, wants, interests and opinions. To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> To explain own knowledge and understanding, and ask appropriate questions of others. To take steps to resolve conflicts with other children, e.g. finding a compromise.

		Making Relationships	<ul style="list-style-type: none"> • To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. • To be aware of the boundaries set and of behavioural expectations in the setting. • To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To eat a healthy range of foodstuffs and understand a need for variety in food. • To usually be dry and clean during the day. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. • To practice some appropriate safety measures without direct supervision.
ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> • To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> • To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
		Making Relationships	<ul style="list-style-type: none"> • To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.
	Understanding of the World	The world	<ul style="list-style-type: none"> • To make sense of their physical world
		People & Communities	<ul style="list-style-type: none"> • To make sense of their community and use opportunities to observe and explore. • To find out about people and places around them

Appendix 2 – Physical Health and Mental Wellbeing

By the end of primary school:

<p>Mental Wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

	<ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • know how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3 – Relationship Education

By the end of primary:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 marriage¹³ 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Respectful friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.