

Larkspur Primary School



PSHE Policy (Including Relationships Education)

Date: July 2024

Review: July 2025

Rationale and Ethos

At Larkspur, personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. This policy reflects Larkspur's overarching aims and objectives in supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain (See Appendix 1 for our wider PSHE curriculum offer).

Relationships Education

Relationships Education is complemented through our PSHE Twinkl Life Scheme of Work (see Appendix 2). Relationships Education is defined as 'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'

Roles and Responsibilities

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children's Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

Legislation (Statutory Regulations and Guidance)

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education. The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

At Larkspur, we aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. At Larkspur we believe it is important to ensure that the PSHE curriculum meets the need of every pupil under the Equality Act of 2010.

Teaching will take into account the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a spiral curriculum that will be delivered age appropriately.

Curriculum design

Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils, not only through the Twinkl Life Scheme of Work, but through our wider curriculum offer (Appendix 1). For full subject contents of the Twinkl Life Scheme of Work please see Appendix 3.

At Larkspur, our PSHE programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019 (Appendix 4).

Planning

Our PSHE education using Twinkl Life is allocated on the timetable for six lessons to be complete at the beginning of each half term. The Twinkl Life Scheme of Work follows six themes in Years 1, 3 and 5 and six more themes in Years 2, 4 and 6. Each theme will be built upon each time it is revisited. The themes are as follows:

Years 1, 3 and 5:

- Aiming High
- Be Yourself
- It's My Body
- Britain
- Money Matters
- TEAM (Together Everyone Achieves More)

Years 2, 4 and 6:

- Growing Up
- One World
- Respecting Rights
- Safety First
- Think Positive
- VIPS

Due to our ever expanding wider provision of PSHE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives). Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot.

Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.

Monitoring, reporting and assessment

Monitoring of PSHE is carried out by the PSHE Co-ordinator through learning walks, evidence in books, staff questionnaires, pupil discussions and questionnaires.

PSHE education is reported to parents in end of year reports. The PSHE Coordinator will meet annually with the Link Governor to report and update on PSHE education.

Whilst we understand that PSHE cannot be assessed in the same way as traditional subjects we still believe it is important to monitor pupil progress.

Assessment has been produced that monitors curriculum coverage. We carry out termly foundation checks in line with all other foundation assessment.

Teaching Responsibility and Staff Training

PSHE has a designated Co-ordinator and Link Governor that will regularly monitor the subject and attend CPD from the Local Authority. The PSHE Coordinator will ensure there is appropriate and regular INSET for all teaching staff and HLTAs.

When using external speakers to deliver aspects of our PSHE programme we will ensure that the School Visitor's Policy is adhered to.

For any sensitive subjects within RSE that are planned to be delivered, parents will be informed prior to the lesson.

Safe and Effective Practice

Throughout the delivery of PSHE and RSE curriculum, staff ensure that classrooms foster a climate of safe and respectful discussions. They establish

a supportive environment for sensitive topics Scheme of Work, each term will start with a class charter/ground rules that will be displayed on every class noticeboard. If a teacher is posed with a question from children in regards to RSE, the teacher will answer this question as factually as possible drawing on their knowledge from the curriculum in an age appropriate way. Teachers and HLTA's have had training on how to answer difficult or sensitive questions.

Safeguarding

At Larkspur we understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2018 will be followed. In all other cases; concerns will be recorded on CPoMS and pupils will be supported by the Family Support Worker, Deputy Head or Head Teacher. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer or suggest local or national support services or information for pupils and/or their families.

Along with Local Authority training for Teachers and HLTAs on answering sensitive and difficult questions; if the question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from the Family Support Worker, Deputy Head or Head Teacher by replying with for instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

Links to Other School Policies

This Policy compliments the following policies:

- Child protection/safeguarding
- Extremism
- Anti-Bullying
- Relationships and sex education
- Online safety
- Drug education and the management of drug-related incidents
- Attendance
- Behaviour
- Inclusion
- School Visitors

Engaging stakeholders

This policy has been produced through engagement with the Local Authority, Governors, Teaching Staff, Parents and Children as well as guidance from the PSHE Association.

We will communicate with parents and carers through Larkspur's school website, Larkspur's Facebook Page as well as letters to parents and discussions during parent meetings. As a school we feel it is important to keep parents informed about what we will be discussing so that they can support their child's learning and answer any questions they may have at home.

Outside visitors are used to enhance the curriculum of SMSC overall. Visitors are required to follow the ethos of this policy in line with Larkspur's School Visitor policy.

PSHE Policy review date

This policy will be reviewed in July 2024 by the PSHE Coordinator. This will ensure that the policy continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendices

Appendix 1

Wider PSHE wider curriculum offer

Appendix 2

Twinkl Life Scheme of Work Intent, Implementation and Impact

Appendix 3

Twinkl Life Scheme of Work Overview

Appendix 4

End of Key Stage Statements

Appendix 1: Wider PSHE wider curriculum offer

Foundation	• EYFS Curriculum links including sharing, following rules • Police Visits – local issues • Farm visits
Year 1	• Road Safety • Police visits – local issues • Kidsafe
Year 2	• Road Safety • Kidsafe • Police visits – local issues
Year 3	• Gardening • Kidsafe • Police visits – local issues • Pedestrian training
Year 4	• Kidsafe • Police visits – local issues • Operation Encompass
Year 5	• Hoops 4 Health • Science – animals including human • Puberty talk with nurses • Kidsafe • Police visits – local issues • Operation Encompass • Bikeability • Police Crime Scene Day
Year 6	• Kidsafe • Police visits – local issues • Operation Encompass • Safety Works! - staying safe outside of school • Puberty talk with nurses

	• Gardening club • Shine group – to promote self esteem
Whole School Participation	• • Operation Encompass – Next Steps • Dogs Trust • Mindful art Theraplay • Assemblies • World kindness Day • Armistice Day • Remembrance Day • Reading Den Day • We Love Larkspur Day • Fire service assemblies – as and when issues arise • Anti-Bullying Week • Safeguarding newsletter • Children in Need • Comic Relief • 1:1 support for different issues • NSPCC – Speak Out Stay Safe • Equality and Diversity Officer visits/assembly • Litter picking • Self esteem groups • Confidence groups • Friendship groups • Anger management groups • Food parcels • Cash 4 Kids – Christmas presents/Summer day out • Stranger Danger fact sheets • Community Police visits to breakfast club • School nurse visits on hand hygiene
	• COVID champions

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| | <ul style="list-style-type: none">• PE clubs• Nurture group including:<ul style="list-style-type: none">◦ Sharing emotions, safe space, OG, bereavement◦ Good to be me program◦ Team work, collaboration, supporting others◦ Communication◦ Board games◦ Bowling◦ Life skills – public transport, paying for things, ordering◦ New experiences including restaurants, museum and art galleries, Beamish, Seven Stories, Regular Library visits |
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Appendix 2

Intent

Our PSHE and Citizenship curriculum aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons at Larkspur have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. Our PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

Our PSHE and Citizenship resources used are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. Our scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Implementation

At Larkspur we follow Twinkl Life's PSHE scheme of work which is designed to be taught in thematic units, that consist of six lessons. These units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons also signpost key words, building a rich vocabulary to develop understanding.

Twinkl Life's PSHE units are designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience. Resources are also provided for communicating with parents and

carers about how and why each theme is covered and suggestions for extending the learning at home.

Assessment for learning opportunities are built into each lesson and enhanced by the Learning Journey Records included in each unit, which enable selfevaluation and reflective learning and allow teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning.

Across the wider curriculum we strive to ensure all subjects make a link to PSHE,

BV, SMSC and the language is used consistently by all staff. Whole school, Key

Stage and class assemblies always make a link to PSHE, British Values and SMSC. Additionally, the children have many opportunities to interact with visitors and workshops with various PSHE focuses throughout the year, including school nurses to appropriate year groups. Finally at Larkspur we pride ourselves on the wide range of groups we provide for our children which support their needs and development over the course of the school year.

Impact

Our scheme of work provides an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Our curriculum supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our PSHE curriculum will be used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This will ensure that all children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

Appendix 3

Twinkl Life Scheme of Work Overview:

Twinkl Life Scheme of Work Overview

Teachers have reflexivity to change which topics is covered in each half term.

Ye ar 1	Autumn 1 Aiming High	Autumn 2 TEAM	Spring 1 Britain	Spring 2 Be Yourself	Summer 1 It's My Body	Summer 2 Money Matters
	Our star qualities	Teams they belong to and how it feels	Ways to help your school community	What makes me special	I can choose what happens to my body	Where money comes from & why we need it
	Positive learning attitude	Being a good listener	Ways to be a good neighbour	Feelings I have	Making healthy choices – sleep & exercise	Keeping money safe & saving money
	Jobs	How to be kind and why it is important	Identify things that help and harm my neighbourhood	Things that make me feel happy	Making healthy choices – food & drink	Spending money and keeping track of it
	How interests and skills can lead to job choice	Unkind behaviour (teasing/bulling)-what to do if you see it	What it is like to live in Britain	Uncomfortable feelings	How to keep my body clean	Difference between things we want and need
	Future goals and how to achieve them	Hoe to be a positive learner	How people living in Britain are the same and different	Feelings around change and loss	What is safe to eat and drink	Keeping belongings safe
	Changes and feelings about them	Identifying good and not so good choices	Talk about living in Britain	Share what I think and feel with confidence	Choosing to keep my mind and body healthy and safe	What happens when we go shopping

Year 2	Autumn 1 Think Positive	Autumn 2 Safety First	Spring 1 VIPS	Spring 2 Respecting Rights	Summer 1 Growing Up	Summer 2 One World
	Think happy, feel happy	How to stay safe & who can help when you feel unsafe	VIPS in my life and why they are special	What rights are & rights all people share	Main parts of a boys and a girls body & their differences	Family life in different countries & similarities and differences with mine
	Good choices & impact of decisions	How to stay safe at home	Families	Who helps protect our rights	Respecting my own and other peoples bodies – understand meaning of ‘no’ and ‘stop’	Homes in different countries & similarities and differences with mine
	Setting goals and how to achieve them	How to stay safe outside	Friends	Showing respect for the rights of others	Understand we are all different and like different things	Schools in different countries & similarities and differences with mine
	Discuss my feelings and coping with difficult emotions	Keeping safe when using the internet	Falling out	Everyone’s different	Different types of family – similarities and differences between families	Environments
	Things I am thankful for	Parts of my body that are private – good and bad secrets – the underwear rule	Working together	Importance of being fair	How I will change as I get older	Resources – how people use things from our Earth and the problems it may cause
	Focus on what is happening and how I am feeling	People who can help	Showing you care	Making a positive difference	Changes	Protecting our planet – why it is important and how to do it

Year 2	Autumn 1 Aiming High	Autumn 2 TEAM	Spring 1 Britain	Spring 2 Be Yourself	Summer 1 It's My Body	Summer 2 Money Matters
	Achievements	Changes and how they make me feel	Living in Britain	Pride	My body my choice – choosing what happens to your body and how to say no	Where money comes from
	Identify personal goals and ways to achieve them	Teamwork	What democracy is and why it's important	Feelings	Keeping my body healthy	Different ways of paying for things
	Having a positive learning attitude	How actions and behaviour affect a team	Rules, laws and responsibilities	Ways to deal with uncomfortable feelings	The importance of getting enough sleep	Lending and borrowing & consequences involved
	Jobs – skills and attributes – own strengths and skills	Being considerate	What liberty means and identifying the rights of British people	Know how to be assertive	Good hygiene – stopping the spread of disease	Priorities – things we want and need
	Challenging stereotypes for jobs	Reasons for disputes and strategies to resolve them	Diverse society – tolerance and respect	Media wise – media messages harmful or helpful?	Drugs – Healing or harmful?	Advertising – how this can influence our spending
	Future jobs and skills needed to achieve it	Responsibilities towards your team	What it means to be British	Making mistake and dealing with them	Making good choices and choosing healthy habits	Keeping track of what you spend and why this is important

Year	Autumn 1 Think Positive	Autumn 2 Safety First	Spring 1 VIPS	Spring 2 Respecting Rights	Summer 1 Growing Up	Summer 2 One World
	Having a positive mental attitude is good for mental health	Being responsible for making good choices, to stay safe and healthy	Explain the importance of respecting my VIPs	Identify some of the rights that all people share and know that children have their own special rights – explain how and why rights help people	Managing emotions as you grow up	Discuss ways in which people's lives are similar and different and give reasons for these differences
	Recognise and manage positive and negative thoughts effectively	Identifying risky situations and act responsibly	Explain how to make and keep fabulous friends	Identify key aspects of human rights – discuss if rights are of equal importance	Making healthy choices – exercise and diet	Explore difference of opinion and if these are fair – understand the UN rights of the child
	Understand that some changes can be difficult but there are things we can do to cope	Understand that you can choose not to do something that makes you feel uncomfortable.	Identify healthy and unhealthy behaviours within relationships – understand when secrets are OK or not OK – how to access your support network when a relationship worries you	Explain what democracy is and how it relates to rules and human rights – understand that following rules will help us to stay safe, happy and healthy	How to care for our mental health	Think about the lives of people living in other places, make considered decisions and give reasons for my opinions

Recognise and talk about different emotions – why it is important to relax and stay calm – ways to be mindful	How to stay safe when out and about	Demonstrating strategies for resolving conflicts	Understand that human rights are not dependent on responsibilities – what responsibilities are – all human rights are universal and are to protect all people	Developing a positive body image – how the media create unrealistic body images	Recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place
Identify uncomfortable emotions and manage them effectively	Know about dangerous substances and how they affect the human body	Identify what bullying is – strategies for dealing with bullying	Explain what it means to respect the rights of others and understand why this is important	There are different types of relationships and families – understand and use terms such as gay, lesbian, single-parent, fostered, adopted, married and civil partnership –	Explain what climate change is and how it affects people's lives as well as identify what I can do to help
How to apply a positive attitude towards learning and take on new attitudes	Identify hazards and dangers in emergency situations – ways to make yourself and others safe in an emergency situation – advise others on how to give first aid	To know what to do if someone is being bullied	Explain what stereotypes are and the negative impact they can have – actions/ choices which support equality and fairness	Identify healthy and unhealthy relationships – ways to deal with unhealthy relationships	Identify different organisations that help people in different countries who are in challenging situations and can explain how they do this

Year	Autumn 1 Aiming High	Autumn 2 TEAM	Spring 1 Britain	Spring 2 Be Yourself	Summer 1 It's My Body	Summer 2 Money Matters
	Understand how people learn new things and achieve certain goals	Identify attributes of a good team	The range of faiths and ethnicities in Britain and identify ways of showing respect	Explain why everyone is unique and understand why this should be celebrated and respected	You can make choices about what happens to your body – the difference between wanted and unwanted contact – what to do if you are worried about yourself or a friend	Financial risks we might encounter and can discuss how we can avoid them
	Understand that a positive attitude towards learning can help us succeed in life	Accept that people have different opinions and know how to politely disagree with others and offer your own opinion	What a community is and what it means to belong to one	Why you should share your own thoughts and feelings and know how to do this	Understand why getting enough sleep is important	How retailers try to influence our spending

	Identify opportunities that may become available in the future and be aware of how to make the most of them	How to work collaboratively and how this can help teamwork	Why and how laws are made and identify what might happen if laws are broken	Identifying uncomfortable feeling and situations that may lead to them arising – ways to manage these feelings	Physical changes during puberty – taking care of your changing body	What 'value for money' means and can explain how to tell if things are good value
	Understand that gender does not determine what jobs people can do – the negative impact stereotypes can have	Understand how to compromise and how this can help avoid disputes and conflict	What local government is, what it does and how it works	Identify situations that may make you feel shy or nervous – the impact of how to choose to deal with these feelings – strategies to feel confident	The harmful effects of using drugs, including alcohol, and tobacco – peer pressure and what to do if you feel pressured	Why we need to budget and how we make one
	Understand why it is important to develop certain skills to prepare for the world of work	The importance of making everyone in a team feel cared for and valued	What national government is, what it does and how it works	Explain what a tricky situation is – describe strategies to use to help make positive choices and describe how to apply them	Body positivity – challenge stereotypes of 'the perfect body' – understand that the images in the media and online do not always reflect reality	Why people borrow money and consequences of borrowing money
	Goals for the future and steps needed to achieve them	The importance of shared responsibilities in helping a team to function successfully	Investigate what charities and voluntary groups do and how they support the community	How it feels to make a mistake and describe how to make amends	Making informed choices in order to look after your physical and mental health	What tax is – why we need to pay it – how it benefits society

Year 7	Autumn 1 Think Positive	Autumn 2 Safety First	Spring 1 VIPS	Spring 2 Respecting Rights	Summer 1 Growing Up	Summer 2 One World
	The link between thoughts, feelings and behaviours – negative impact some thoughts can have – turn negative thoughts into positive thoughts	Identify safe and unsafe situations – possible consequences for decisions or actions – what being responsible means	The importance of respecting your VIPS	What the Universal Declaration of Human Rights is and understand that children have their own rights	The changes people's bodies go through during puberty and how we can look after our changing bodies	How we can be responsible global citizens
	Helpful and unhelpful thoughts – dealing with unhelpful thoughts	Assess and manage risks in different situations	Consequences of unkind behaviour - identify different ways to calm down when I am feeling angry or upset	That human rights apply to everyone, no matter where they are from, what their culture is and what family traditions they have	How thoughts and feelings may change during puberty and how to deal with those feelings	What global warming is and what we can do to help prevent it from getting worse

Recognise and manage uncomfortable feelings	Confidently identify and manage pressure to get involved in risky situations	Express an opinion in a polite and respectful way - ways to resolve a disagreement without falling out	Identify why people's rights are sometimes not met in the UK and in places across the world	Understand the term 'body image' – things that affect the way we see ourselves – all bodies look different – images we see on social media can be misleading	How our energy use can harm the environment and what we can do to help
The importance of making good choices	Act sensibly and responsibly in an emergency	Identify negative influences on your behaviour and suggest ways that you can resist these influences	How I can respect other people's rights and I understand why this is important	The terms associated with love, relationships and sexual orientation – that people differ in terms of sexual orientation and who they love – what makes a loving relationship	How we can use water responsibly and understand the importance of doing this
To use mindfulness techniques in everyday lives	Understand how to use mobile devices and internet	When it is right to keep a secret, when it is not and who to talk to about this	Identify how and why ideas about human rights have changed	Describe the terms 'sexual relationship' and 'sexual intercourse' – what an STI is and how these can be prevented – when physical contact is unacceptable and how to respond	What biodiversity is and explain the importance of doing all we can to encourage it
Identify challenge as a positive thing – overcome difficulties with a range of strategies	Everyone has the right to feel safe and happy when using mobile phones and the Internet, including social media	Recognise healthy and unhealthy relationships	The role and importance of human rights activists	Use of scientific vocab when talking about human reproduction – what contraception is – how a baby grows inside the womb and how it is born	Making choices which make the world a better place and that help people across the world

Appendix 4

End of Key Stage Statements

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-healtheducation>