



ASPIRE

PSHE & RSE POLICY

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This policy covers The Aspire Hub's individual approach to nurturing, PHSE & RSE curriculum. We want our children to understand and develop pride and mutual respect for themselves and each other within our school and in a diverse and inclusive community.

POLICY AIMS AND OBJECTIVES

Our PSHE education programme promotes our ethos and is underpinned by The Aspire Hub values of Respect Rights and Responsibilities. We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of The Aspire Hub and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy. We teach restorative justice, logical consequences. class rules are discussed and revisited regularly to give the children ownership.

Children are encouraged to voice their views, ideas and opinions through class discussion and pupil voice thus making a positive contribution to The Aspire Hub day. During the process of discussing class rules, we look at the rules of society and the wider world.

Through discussion and media, the children find out about the main political and social institutions that affect their lives rights and responsibilities as individuals and members of the community. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE are to enable the children to:

- Understand positive touch and use it effectively
- Know and understand a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of a community
- Understand what is meant by 'Democracy' and be positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding Personal and social issues
- Develop good relationships with other members of the community
- Actively promote British Fundamental Values (BFV)

CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

We strive to share a positive learning environment where children can feel safe to make mistakes. Once they feel safe, they can then experience a learning environment based on trusting relationships between all members of the class,

adults and children alike, is vital. We create a safe and supportive learning environment by providing a clear structure to the day clear boundaries. we regularly revisit the enabling establish 'ground rules' that are agreed throughout the year and regularly discussed reinforced in throughout the day.

Children attending The Aspire Hub may have little understanding or misunderstood the reason for rules and boundary they will have repeatedly broken school rules prior to starting our setting. Children discuss the 'ground rules' at key points in the curriculum along with regular reminders throughout the day. Children are able to share the voice and debate the reason for rules so that they can have ownership of them. These will need to include the aspects below:

Our Hub Rules

KIND WORDS

By using kind words, we have the **Right** to be heard

KIND HANDS

By offering a kind hand we learn and show **Respect**

KIND FEET

By walking safely, we show we can be **Responsible** for our actions

Our table rules are:

- To sit nicely
- Say please
- Say thank you
- Ask to leave the table

ENTITLEMENT AND EQUALITY OF OPPORTUNITY

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, sexuality (LGBT) or personal circumstance (Equality Act 2010). We teach PSHE to all children, regardless of their ability and any issues will be dealt with in accordance to The Aspire Hub Behaviour Policy. Learning will be met developmentally and will take into account ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. Our Room Leaders and Senco provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, Room Leaders take into account the individual targets set for the children in their IIP, most of which targets may be directly related to PSHE.

RELATIONSHIPS AND SEX EDUCATION

We are required to teach relationships education (RSE) as part of our PSHE curriculum and current regulations and guidance from the Department for Education state that Relationship Education is compulsory in all primary schools, but Sex Education is not compulsory. However, the National Curriculum for Science is compulsory and includes subject content in related areas, such as the main external body parts, the human body as it grows (including puberty) and

reproduction in some plants and animals. The Department for Education recommends that all primary schools should have a sex education program that is tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings. Linked to the National Curriculum for Science, pupils will learn about human life cycles and how a baby is conceived and born. Parent and carers may only remove their child from the non-statutory elements of RSE and must discuss this with the family liaison on admission.

The RSE policy supports/complements the following policies:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education - Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

INTENDED OUTCOMES

As a result of our PSHE and RSE programme of learning and curriculum, children will be taught and know the following:

- Personal space
- Positive touch
- Respect others right to choose.

RELATIONSHIP EDUCATION AND RSE:

Families and people who look after me:

- 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.

Friendships:

- 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:

- 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 at The Aspire Hub 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:

- 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:

- 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

PHYSICAL HEALTH AND MENTAL WELLBEING:

Mental wellbeing:

- 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.

Internet safety and harms:

- 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.

Physical health and fitness:

- 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, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to at The Aspire Hub if they are worried about their health.

Healthy eating:

- 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:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention:

- 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 and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to immunisation and vaccination.

Basic first aid:

- 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:

- 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

LEARNING AND TEACHING

We allocate weekly lessons for each room to learn and discuss PSHE education. Our PSHE education provision is mapped and planned effectively using the PSHE Association Planning Toolkit and PSHE Association accredited resources. Updates of accredited resources are shared during staff meetings and accessible to all Room Leaders on the Room Leader drive. On many occasions PSHE topics are introduced through other areas of the curriculum (Science, Physical Education, ICT and online safety, Religious Education, History Current affairs, Newsround) and these can be seen in our curriculum planning.

We will understand children's prior knowledge and starting points by assessing children's understanding using assessment for learning tools (KWL grids, questionnaires, etc...). The programme will be taught through a range of teaching methods, including class discussions, sharing of own life experiences, assemblies, outside agencies. We will ensure the curriculum is broad and balanced by using whole school and class PSHE books that communicate prior learning as children develop.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by enabling each room to establish 'ground rules' that are agreed and are reinforced through the day and in every PSHE and RSE lesson. PSHE underpins everything we do at Aspire. The children are reminded throughout the day what the expectations are from themselves and the adults around them.

THE EARLY YEARS FOUNDATION STAGE:

We teach PSHE and citizenship as an integral part of the curriculum. As part of the EYFS, we relate the PSHE aspects of the children's work and individual plans. Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in EYFS classes, when we teach 'Understanding the World'.

ASSESSMENT FOR LEARNING

Our Room Leaders assess the children's work in PSHE both by making judgements as they observe and listen to children during lessons and by marking their recorded work against specific learning objectives from the PSHE Education Planning Toolkit for Key stages 1 and 2.

Zones of Regulation curriculum is also threaded within the classrooms and throughout the school day, enabling children to learn, understand and be aware of their emotions and those of others. Children and Key Workers use a visual chart and regularly check in throughout the day to establish each others emotional well-being.

TEACHING RESPONSIBILITIES AND STAFF TRAINING

The Principal and Senco are responsible for monitoring the standards of children's work and the quality of teaching. The Senco will monitor delivery of the programme through observation and discussion with Room Leaders and keyworkers to ensure consistent and coherent curriculum provision. The coordinator will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

CONFIDENTIALITY AND HANDLING DISCLOSURES

As a general rule a child's confidentiality is maintained by the Room Leaders and Keyworkers concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns on CPOMS/Scholarpack and inform the Family Liaison or a member of the Designated Safeguarding Team, who will take action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality

is being breached and reasons why. The child will be supported by the Family Liaison and Keyworkers throughout the process.

RESPONDING TO CHILDREN'S QUESTIONS

Children questions will be answered by members of staff in a supportive and informative manner. We will allow children to raise anonymous questions by having question boxes situated in classrooms during sensitive topics covered in the PSHE curriculum. Where a question is asked, and the member of staff wishes to have more time to find an appropriate answer the child will be told that they will get an answer to them before the end of the day. Where appropriate the Keyworker may want to research with the child the answer to the question to role model and prevent the child using search engines to find their own answers. If a safeguarding issue is raised by an anonymous question, we will ensure that action is taken in accordance with the Safeguarding and Child Protection Policy. Where inappropriate questions are asked, staff will respond quickly and will pass on to the Family Liaison to phone the child's parent or carer to discuss this. They will then be asked if they would like us to discuss the matter with their child together to prevent children from becoming independent learners (e.g.: Google).

INVOLVING PARENTS AND CARERS

We are committed to working with parents and carers. We will communicate with parents and carers by informing them of any sensitive topics about to be taught through the PSHE curriculum and encourage discussion of these topics at home.

On admission to The Aspire Hub we will discuss with parents about their right to withdraw their children from non-statutory parts of the PSHE curriculum, although it should be noted that relationships and sex education covers many elements of the compulsory Science curriculum.

This policy will be reviewed on an annual basis. It will be reviewed by the Senco and Principal. This will ensure that the policy is up to date as PSHE becomes a statutory part of education.

Date	Ratification	Reviewed by
20 /05 /2021	This policy was ratified by the board of Directors	Directors
02.03.22	No changes made	JJ LE