



Callington Primary School

PSHE (including RSE) Policy

September 2024

Adopted/Reviewed	by School Governing Body	Date	
Review Date	July 2025		

Date Reviewed	
---------------	--

Context and Rationale

This policy covers our school's approach to PSHE education including the statutory content on Relationships and Sex education set out by the Department of Education. It was produced by Toni Ackland (PSHE coordinator) through consultation with staff, parents and pupils who completed questionnaires to share their views about PSHE education at Callington Primary School. It will be reviewed in **July 2025**

Policy Availability

Parents and carers will be informed about the policy through the school newsletter. The policy is available (to parents and carers) on the school website (<https://www.callington-ji.cornwall.sch.uk/policies/>). If you require this policy in a different format, please contact secretary@callingtonprimary.co.uk or 01579 386160.

Policy Aims and Objectives

Callington Primary School's Aims

For children to;

- have a love of learning
- be confident and have high self-esteem
- have respect and a positive attitude towards others
- be global citizens, showing respect for all cultures, with good social skills
- develop a sense of responsibility
- make rapid and sustained progress and achieve to the very best of their ability

- have access to a creative, accessible, broad and balanced curriculum and to have opportunities to lead learning
- take pride in their work

These aims are at the core of everything we do. This policy informs the school's aims by underpinning a flexible curriculum that meets the needs of all children. This policy is informed by our school's mission statement (Together we inspire, together we nurture, together we achieve). Our PSHE programme aims to enable children to become healthy, independent and responsible members of society. To help them understand how they are developing personally, emotionally and socially, and tackle many of the moral, social and cultural issues that are part of growing up.

Our PSHE education programme promotes the school values of respect, perseverance, friendship, creativity and happiness.

Creating Safe and Supporting Learning Environments

We will create a safe and supportive learning environment by discussing ground rules with the children at the beginning of lessons, providing question boxes so that the children are able to ask questions anonymously and making sure the children are aware of ways that they can access further support around the given topic. This policy is informed by the school's safeguarding/child protection policy which will be followed where pupils indicate that they may be vulnerable and at risk. These pupils will also receive support (where appropriate) in school from an emotionally available adult.

Environment and Equality of Opportunity

We promote the needs and interests of all pupils (irrespective of gender, culture, ability or personal circumstance) by teaching a flexible curriculum which can be differentiated to meet the needs of groups and individuals. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHE education provision. We expect our pupils to consider others' needs by showing sensitivity to all members of their class regardless of their background or circumstances. We will use PSHE education as a way to address diversity issues and to ensure equality for all by delivering 'Equality and Diversity Days' that are focused on topical, relevant issues as well as discreet PSHE lessons covering these topics.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through differentiation/ individual planning as appropriate. We will not exclude access to PSHE for any pupil by ensuring that the curriculum is adapted to meet their needs.

Intended Outcomes

As a result of our PSHE programme of learning, pupils will become caring, respectful, responsible and confident individuals and citizens.

Children will be resilient learners, excellent communicators and able to discuss personal matters with appropriate adults as well as sharing in emotional literacy and discussion with their peers. Children will demonstrate and apply the British Values of Democracy, Tolerance, and Mutual respect, Rule of law and Liberty. Children demonstrate a healthy outlook towards themselves and school.

Children are happy to attend Callington Primary School. They have strong friendships where they are kind and caring towards each other. Children demonstrate respect to staff, visitors and their peers. They persevere when faced with obstacles in order to be successful. Children show creativity across all areas of the curriculum. They are thoughtful, very quick to offer their help and feel strongly about issues that affect our world, such as the effect of plastic on the oceans and the importance of recycling.

Learning and Teaching

Principles and Methodology

The programme will be taught through a range of teaching methods to suit the needs of the children. We will ensure that sessions, including those on risky behaviours, remain positive in tone by reminding students that the majority of young people make sensible healthy choices, and through looking at examples of 'risky' behaviour students can feel confident that they are safe and don't feel under pressure to take unnecessary risks. We will help pupils make connections between their learning and 'real life' behaviours by studying different scenarios to which their learning may be applicable through class discussions and the use of current news events. Where possible, we will make cross-curricula links between PSHE and other subjects. PSHE learning comes in many different forms: through whole-class teaching, group activities, individual tasks, assemblies, outside speakers, cross-curricula lessons and discrete lessons.

Planning

PSHE lessons at Callington Primary School will be categorised under the following units:

- Families and Relationships
- Health and Wellbeing
- Citizenship
- Economic Wellbeing
- Safety and the Changing Body

These units cover the statutory content for RSE which details what pupils should know by the end of primary school as well as economic wellbeing and citizenship education.

The five core themes which are taught every year from year 1 to year 6 mean learning has clear progression over time so that children develop their understanding in age-appropriate ways. There is consideration of the needs of all children including those with SEND in terms of how they access the resources and whether the learning is relevant to their individual stage of development, prior learning and experiences and their level of understanding of key concepts.

Timetabling

Our PSHE education provision is mapped and planned effectively to ensure full coverage of the statutory requirements for RSE as well as drawing on a broader range of topics to enhance the children's PSHE education. Our provision is further enriched by forest school, Equality and Diversity days and E-Safety days.

Assessment

The way in which we assess foundation subjects at Callington Primary School is currently under review. This section of the policy will be updated when an assessment strategy has been put in place.

Teaching Responsibility and Staff Training

The programme will be monitored by the PSHE coordinator. It will be taught by class teachers. It will be supported by all staff members. Teachers responsible for teaching PSHE will receive training through staff meetings and/or INSET days.

Confidentiality, Dealing with Sensitive Questions and Handling Disclosures

In every lesson:

- No one (teacher or child) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way, including explaining the meaning of words.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Teachers may decide to speak to a child separately to answer their question or may feel it necessary to consult their parents before giving an answer.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE (including SRE).
- Where a child's own beliefs or family beliefs differ from what is being taught, that should be acknowledged, explaining that different faiths may have different beliefs and that not everything in PSHE aligns with all faiths but all people should be respected and treated kindly.

- The boundaries of confidentiality must be made clear to pupils from the start and they should know that staff have a duty to pass on information if they are worried about a child's safety.

If a pupil makes a disclosure:

- Teachers should listen to children and reassure them, but not ask leading questions, in line with the school's safeguarding and child protection policy, procedures and training.
- Any concerns should be reported to the Designated Safeguarding Lead (DSL).
- Staff must not promise confidentiality to a child. If a child asks a member of staff not to tell anyone, they should explain why it is necessary to pass on the information to the relevant person for safeguarding reasons. The comment or disclosure should be kept confidential from others who do not need to know.

Links to Other School Policies and Areas of the Curriculum

This policy supports/complements the following policies:

- Positive Behaviour, Mental Health and Bullying
- Child Protection and Safeguarding
- Special Educational Needs
- British Values
- SMSC Policy
- Anti-Radicalisation
- Confidentiality
- Child Protection and Safeguarding Policy Supplement–Female Genital Mutilation

Learning in PSHE classes will complement learning in all areas of the curriculum. Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils through our wider curriculum offer.

Involving Parents and Carers

We are committed to working with parents and carers. We will communicate with parents and carers about their child's PSHE education through beginning of the year coffee mornings, letters and email. We will encourage discussion of topics at home by sending home learning materials that have been used in lessons where appropriate.

Parents' Right to Withdraw

There is no legal requirement for primary schools to teach sex education but the government strongly recommends it. Parents do not have the right to withdraw their child from any of the statutory content on either relationships or health. However, they have the right to withdraw their child from the sex education content (conception, pregnancy and birth) that we choose to teach as part of the Safety and the Changing Body unit. We have chosen to include these non-statutory elements (in an age appropriate way), so that the learning about sex (within loving, adult, consensual relationships), pregnancy and birth makes sense to children as a complete series of lessons and gives them a good



understanding of how humans reproduce. If children do not get the information they need from school and parents, they often seek answers elsewhere and then risk receiving inaccurate information or viewing inappropriate material.

Review Date

This policy will be reviewed in July 2025 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.