

PSHE & RELATIONSHIPS POLICY

PSHE

INTENT

At the Bridges Federation, the aim of our PSHE curriculum, in line with the National Curriculum, is to promote pupil's spiritual, moral, social and cultural development. Our PSHE lessons inspire children to understand the world around them and prepare them for adulthood. Using a range of approaches including P4C, we enable children to actively explore, discuss and debate PSHE concepts and themes thus promoting self-esteem and emotional development. We actively promote the children's civil rights through our school's vision and British Values to help them grow into responsible global citizens.

AIMS

- to help pupils understand how they are developing personally and socially
- to enable pupils to tackle many of the moral, social and cultural issues that are part of growing up
- to teach about rights and responsibilities in order to support pupils to appreciate what it means to be a member of a diverse society
- to encourage pupils' sense of self-worth as they play a positive role contributing school life and the wider community
- to enable pupils to recognise and build healthy relationships

TEACHING AND LEARNING WILL TAKE PLACE IN THE FOLLOWING WAYS

- Dedicated curriculum time – P4C, Circle Time
- Links to Topics and other curriculum areas when appropriate
- PSHE and Citizenship activities
- School events such as School Journeys, Library Visits, visitors to the school: London Fire Brigade, Police and School Nurse
- Celebrating special days e.g. International evening, Eid, celebration assemblies etc.
- Through the ethos, organisation, structures and daily practices of the school life such as pupil participation in assemblies, taking responsibilities in the school, lunchtime activities, school council, school leaders, drawing up class rules and involvement in school development work, SHINE mentoring project and Learning Mentor support.
- Children are encouraged to have a role in planning their learning where appropriate
- When delivering the curriculum, teaching methodology that fosters the development of skills and attitudes should be used. Refer to the School's Teaching and Learning Policy.

RULER Emotion Boards

At the Bridges Federation, we follow the RULER approach to help children's mental health. RULER is an evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Centre for Emotional Intelligence. RULER teaches the skills of emotional intelligence those associated with recognising, understanding, labelling, expressing, and regulating emotion. Our approach gives a unique depth and consistency to social and emotional learning that empowers school leaders and teachers to create a genuinely safe space for students to learn and grow.

HEALTHY EATING/HEALTHY LIFESTYLE

The Bridges Federation supports pupils to understand and appreciate the importance of good physical and mental health through an integrated, whole school approach. This is done through a variety of subject such as our PE Curriculum and specific lessons for example; 'Health and Growth' in year 2, 'Teeth and Eating' in year 3 and 'Keeping Healthy' in year 5 through the science curriculum, in Design and Technology where children learn about and design specific meals/snacks to name a few. It is also part of the Bridges Federation ethos to model good practice and for adults to engage in discussion about physical and mental health through the use of embedded practices like RULER, The Daily Mile and the use of the Philosophy for Children approach. These combined approaches support our children to articulate how they are feeling and to develop the language skills required to express their needs and feelings in an appropriate way.

Rewards and Special occasions - Link to behaviour and rewards policy

Food is not used for rewards – instead we rely on praise, complimentary remarks, stickers, stars and celebration assembly certificates etc.

All foods provided by the school meet the Department of Education regulations. The general principle of the school food standards is to provide a wide range of foods across the week. Variety is key – whether it is different fruits, vegetables, grains, pulses or types of meat and fish. Offering a wider range of different foods provides a better balance of nutrients and supports children in making healthier choices. Our schools aim to provide a healthy, safe and friendly environment for all pupils to contribute, take risks, learn and achieve their full potential and develop skills for adulthood. Therefore, we aim to ensure that all children eat a nutritionally balanced meal in the middle of the day. Parents who prefer their children to bring a packed lunch are offered a list of healthy options to include in lunch boxes. Children will be encouraged to eat the more "sensible" part of the meal first. Menus for lunches are made available and nuts are prohibited from all school food.

ASSESSMENT, RECORDING AND REPORTS

There are two broad areas for assessment:

- pupils' knowledge and understanding, for example information on health or understanding procedures
- how well pupils can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussion, group tasks, resolving conflict, decision making, relating to peers and adults.

Assessment in PSHE should be based on the positive input of pupils as people or citizens, and will be reported in the end of year reports. Alongside teacher assessment, the children are encouraged to assess themselves. Teachers will monitor the children's performance continuously through formative assessment and track and record their progress at the end of each term.

VALUES OR MORAL FRAMEWORK

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives and futures.

WORKING WITH EXTERNAL AGENCIES/ COMMUNITY LINKS

The School regularly works with people outside the school e.g. parents/carers, school nurse, police, fire fighters, health and social care. When working with people from outside the school all staff must discuss working with other agencies with the Leadership Team. This is to ensure that any input from outside agency can be planned and monitored so that it complements the curriculum and schools' values.

Outside visitors are expected to produce an up to date DBS certificate and should be accompanied by a member of staff while working with children. All procedures regarding visitors must be aligned with our Safeguarding policy.

MONITORING AND EVALUATION

Teacher Assessment will inform discussion about successful implementation of the policy. Judgements about the success of the policy will also be made through gathering evidence from school staff, parents, pupils, external agencies and the Governing Body.

The Governing body will review this policy every two years and assess its implementation and effectiveness.

Relationships

AIMS

The aim of Relationships education at the Bridges Federation is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their beliefs and values. In the process they will develop a lifelong learning about emotions and relationships. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of our families within the Bridges Federation's school community.

POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents as advised by the Department for Education. We encouraged an on-going discussion with families and stakeholders throughout the evolution of our school's Relationships education programme. This process involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance
2. Staff consultation – Subject leaders and curriculum leaders had the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to look at examples of resources, and share their views
4. Pupil consultation – we spoke to pupils about the skills they would like to learn
5. Ratification – once amendments were made, the policy was shared with governors and ratified

STATUTORY REQUIREMENTS

Relationships education is compulsory in primary schools from 2020, so all pupils must take part in these lessons. Sex education is not compulsory for primary schools.

As part of science and health education lessons children will learn about the way their body changes as they grow. Lessons are tailored to suit the pupil's maturity. Class teachers, subject leaders, inclusion managers and health professionals will discuss any specific needs e.g. SEND before these sessions take place. Parents are informed before the sessions are delivered and can view the teaching materials if they wish.

LINKS TO OTHER POLICIES AND CURRICULUM AREAS

a- Curriculum

At Key Stage 2, the Science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

Religious Education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Health education, which is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

b- Policies

The content of relationships education is supported by our behaviour policy- which includes our anti-bullying policy- equality and inclusion policy and safeguarding policy.

DELIVERY OF RELATIONSHIPS EDUCATION

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010 disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships, including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff and outside agencies such as: the Police, Fire Brigade, school nursing team and other invited professionals such health professionals from King College Hospital Trust (Dental Hygiene)

Children will sometimes ask questions pertaining to relationships that go beyond what is set out in the curriculum. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the Relationships education policy and the Bridges Federation scheme of work, which closely follows the DFE guidance (see below).

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

FAMILIES AND PEOPLE WHO CARE FOR ME

- Families are important for children growing up because they can give love, security and stability
- 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
- Others' families, both 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
- 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
- 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

CARING FRIENDSHIPS

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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.
- 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

- People sometimes behave differently online, including by pretending to be someone they are not.
- 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
- 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).
- 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.
- 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.

ROLES AND RESPONSIBILITIES

1 The governing body

The governing body will approve the Relationships education policy, and hold the Leadership Team to account for its implementation.

2 The Leadership Team

The Leadership Team is responsible for ensuring that Relationships education is taught consistently across the school.

3 Staff

Staff are responsible for:

- Delivering Relationships education in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils

4 Pupils

Pupils are expected to engage fully in Relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

PARENTS' RIGHT TO WITHDRAW THEIR CHILDREN FROM LESSONS

Primary schools are required to teach the elements of Relationship education contained in the science curriculum; such as life cycles, puberty and changing adolescent bodies and there continues to be no right to withdraw from these lessons.

TRAINING

Staff are trained on the delivery of Relationships education as part of their induction and it is included in our continuing professional development calendar.

The Subject leaders in partnership with the inclusion managers across the Bridges Federation will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff. The sessions delivered by outside visitors will be consistent with our policy on Relationships education.

MONITORING ARRANGEMENTS

The delivery of Relationships education is monitored by the subject leaders, Curriculum leaders and Inclusion managers across the Bridges Federation through book look, learning walks and pupil interviews.

Class teachers as part of our internal assessment framework will monitor pupils' development in Relationships education.

Subject Leaders and Curriculum Leads will review this policy on an annual basis. At every review, the policy will be scrutinised and ratified by the governing board.

Last reviewed: April 2020

Next review due: June 2021