



Newall Green Primary School

Aiming High To Reach Our Goals

Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YH
 Tel: 0161 437 2872 Fax: 0161 436 2178 www.newallgreen.manchester.sch.uk



PHSE & RSE Policies

Document Control	
Title	Personal, Health and Social Education & Relationship and Sex Education
Date	December 2019
Supersedes	Former PSHE and SRE Policies
Amendments	Aim – amended
Related Policies/Guidance	<ul style="list-style-type: none"> • Equality policy • Safeguarding Policy • Mental Health Policy • Science Curriculum • Accessibility Plan • Long term plans – saved on teachers only area on school's computer system • Parent Partnership Policy • Parent Code of Conduct • Code of Conduct for Teachers
All policies can be found on the school web page.	
Review	3 years December 2022

Approved by:	Date:
Last reviewed on:	12/19
Next review due by:	1/12/22





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Newall Green Primary – PSHE & RSE Policies November 2019

Co-ordinator: **Mrs Catherine Campbell**, Y6 Teacher

Other Key Staff: -

Designated Safeguarding Leads-

Tom Rudd t.rudd@newallgreen.manchester.sch.uk

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Lisa Redford l.redford@newallgreen.manchester.sch.uk

Vanessa Andrews v.andrews@newallgreen.manchester.sch.uk

Michelle Reynolds, Parent Governor

School Nurse: **John Fineberg** (in school every Friday)

Mental Health Leads: Adults - **Evelyn Uche** (Parent Support officer)

Children – **Lucy Evans** Y4 Teacher

Sharon Burke Y3 Teaching Assistant

1) Policy Aims and Objectives

We want our pupils to be able to: -

- know and understand how to keep themselves physically healthy
- understand and be able to manage their own mental health and well-being
- form and maintain healthy relationships
- have high aspirations and want to contribute positively to society
- develop the mental resilience, responsibility and drive to fulfil these aspirations and/or potential

Our curriculum also takes into account the Manchester 5 Universal Key Skills for Life: -

- Communication





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- Problem solving
- Self-belief (Including - motivation resilience, positive attitude)
- Self-management (Including - initiative, organisation, accountability)
- Teamwork

2) School Context

As a large primary school in Wythenshawe with a vibrant community, we want our pupils to be happy, healthy, have high aspirations and fulfil their ambitions. Some of the challenges that face them are: -

- “Teenage Pregnancy is a significant public health issue that is both a cause and consequence of education and health inequality for young parents and their children” Manchester Council, Joint Strategic Needs Assessment
Rate per 1000 of conceptions under 18 years is **32.5** in Manchester compared to **22.6** nationally
- **43%** children have tooth decay in Manchester compared to **14%** nationally
- Rate per 1000 of working age population people who claim out of work benefits for mental and behavioural conditions is **42.6** in Manchester compared to **27.5** nationally
- The standard rate of deaths through
 - Cardiovascular diseases considered preventable is **94.9** in Manchester compared to **46.7** nationally
 - Respiratory diseases considered preventable is **46.7** for Manchester compared to **18.6** nationally
- Period poverty is estimated to affect around 1 in 10 women in the UK. With over 50 food banks in Greater Manchester it is an issue we take seriously as a school.

(Data from Manchester Population Health Plan Compendium of Population Health Statistics June 2018)

Ofsted

Newall Green consistently aspires to outstanding practice. In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE which states that in an outstanding school:

“The monitoring of teaching and learning in PSHE is rigorous; subject reviews, self-evaluation and improvement planning are well-informed by current best practice”

“Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional health and wellbeing. They have an age-





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appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.”

3) Involving parents and carers

Parents, Carers and Governors have been involved in deciding on the new PSHE and RSE curriculum and in the writing of this policy.

Government guidance for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

4) Relationship and Sex Education (RSE)

Since March 2017, **Section 34 of the Children and Social Work Act 2017 provides for relationships and sex education to be taught in all schools in England from September 2020**

The changes involve:

- All primary schools in England teaching ‘Relationships Education’
- All secondary schools teaching ‘Relationships and Sex Education’
- Reformed statutory guidance, following consultation
- Retaining the parental right of withdrawal from sex education, with new rights for children to ‘opt-in’ as they approach age 16

RSE is lifelong learning about physical, moral and emotional development.

It is about the understanding that respect, love, care and trust make for healthy relationships and a stable family life. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

DfE guidance (May 2018) on sexual violence and sexual harassment between children sets out how to minimise the risk of it occurring and what to do when it does occur.

All staff are trained to at least Level 1 in Safeguarding and will take children’s’ concerns seriously They will not dismiss children’s’ concerns as ‘banter’, ‘just having a laugh’ or ‘boys being boys’.





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Parents' right to withdraw

Teaching children the skills to be able to make safe relationships is a statutory part of the curriculum. This means that as a parent there is no option to request that a child is withdrawn in the same way that children cannot be withdrawn from maths or literacy lessons. This is because the skills and activities the children will engage with are important that all children receive this content, covering topics such as friendships and how to stay safe. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. We will notify parents when these lessons are due to be taught and ensure that the lessons are not taught to pupils who do not have prior consent.

4) Curriculum

We have used the DfE RSE Statutory guidance (2019) and PSHE guidance to inform our curriculum aims and objectives.

Teaching is delivered through the 'Dimensions' and 'PATHS' (promoting alternative thinking strategies) schemes.

Dimensions splits learning into three main strands: -

○ Health and Well-Being

- mental well-being
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body





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○ **Relationships**

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

○ **The Wider world**

- Rules and responsibilities
- Communities
- Managing money and economic awareness

All lessons are age-specific and adapted by teachers to consider individual children's' circumstances as needed. Some Health lessons are delivered by our School Nurse: -

Exemplar timetable of lessons our school nurse delivers through an academic year (from 2018-2019): -

Year 3	Autumn 1	Aspirations+Careers in Health
Year 2	Autumn 1	Handwashing
Year 6	Autumn 1	Relationship & Sex Education
Year 3	Autumn 1	Teeth
Reception	Autumn 2	Handwashing+ Hygiene
Year 3	Autumn 2	Diet
Nursery	Autumn 2	Handwashing + Hygiene
Year 1	Spring 1	General Health/ Diet/Sugar
Year 3	Spring 1	Medicines
Year 2	Spring 1	General Health/ Diet/Sugar
Year 4	Spring 2	The Way we Feel





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Year 5	Summer 1	General Health/ Diet/Sugar
Year 1	Summer 1	Teeth
Year 6	Summer 2	Relationship & Sex Education General Health

PATHS focuses on the practical aspects of which emotions lead to which behaviours and how we can manage and take control of the way we feel and act.

The PATHS programme includes four different units:

- Emotional understanding
- Self-control
- Social problem solving
- Peer relations and self-esteem

These units aim to: -

1. Increase self-control with the ability to be able to stop and think before acting when upset or confronted with a conflict situation. Lessons in this area also teach identification of problem situations through recognition of 'upset' feelings.
2. Bring about processes within a child that lead them to start taking responsibility for themselves and their actions.
3. Increase understanding and use of the vocabulary of logical reasoning and problem solving.
4. Increase understanding and use of the vocabulary of emotions and emotional states.
5. Increase ability to recognise and interpret similarities and differences in the feelings, reactions and points of view of self and others.
6. Increase understanding of how one's behaviour affects others.
7. Increase knowledge of, and skill in, the steps of social problem-solving: stopping and thinking; identifying problems and feelings; setting goals; generating alternative solutions; anticipating and evaluating consequences; planning, executing and evaluating a course of action; trying again if the first solution fails.
8. Increase ability to apply social problem-solving skills to prevent and/or resolve problems and conflict in social interactions.





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This year we are part of Cohort 3 of the **Greater Manchester Mentally Healthy Schools Programme**. We look forward to continuing to grow our staff and pupil expertise as mental health ambassadors.

What teachers will do: -

- PSHE/PATHS will be delivered once per week in all year groups (Nursery -Year 6)
- PATHS 'pupil of the day' will be awarded daily in each class

Teachers will use the curriculum outlined above alongside Rights Respecting school, Miss Kendra & Peace Mala to teach the skills and knowledge identified in the policies aims *See App 1-4*

How teachers will respond to pupils' questions

We recognise the importance of pupils feeling able to ask any questions in a supportive environment without embarrassment.

Teachers will use activities such as

- small group discussion
- anonymous question box (askit basket)
- Private appointment with school nurse or one of our school mental health leads

As a '**Healthy Schools Gold**', teachers will deliver the PSHE & RSE curriculum effectively to all children using the resources and support available to them. Newall Green will need to evidence this to maintain Gold standard.

Teachers will assess the pupils' skill development by:

Using evidence sheets in the class 'Day in the Life' books, and through particular activities that display pupils' knowledge.

Ongoing records of behaviour incidents will also be monitored to ensure that PATHS strategies are being employed by pupils and that the prevalence of prejudice related incidents remains minimal.

Teachers will create a safe and supportive learning environment. Because PSHE education works within pupils' real-life experiences, it is essential for us to establish a safe learning environment. All staff at Newall



2018-2021



2019-2022



2019-2022



2019-2022



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Green know the procedures for Safeguarding in school. If a child appears 'at risk' or makes a disclosure, this will be passed on to one of our safeguarding leads in school.

Equality of Opportunity

All pupils have equal access to our PSHE and RSE programmes, regardless of ability, maturity and personal circumstances (e.g. faith, culture, sexual orientation, gender identity)

The Equality Act 2010 governs how the curriculum is delivered and schools must ensure that issues are taught in a way that does not subject pupils to discrimination

- We will ensure that pupils with SEND receive access to PSHE and RSE through differentiated teaching/resources and additional adult support.
- When teachers plan, they will consider 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.

Appendices

Appendix 1 Peace Mala

From Nursery, our school **Peace Mala** values are embedded through our Peace Commitments: We show Tolerance, Empathy, Courage, Patience, Compassion and Respect. This ethos is taught and modelled continuously throughout school through assemblies, teaching, charity angel fundraisers, repair and reflection following disputes.

<http://www.PeaceMala.org.uk/>

Appendix 2 ACES

All staff at Newall Green Primary have recently undertaken training on 'ACES' (Adverse Childhood Experiences: facebook.com/ACEAwareMCR Twitter: @ACEAwareMCR). Through this, we have recently introduced a school-wide initiative which includes children learning and internalising 'Miss Kendra's Rules' from a very early age. They are: -





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- No child should be punched or kicked.*
- No child should be left alone for a long time.*
- No child should be hungry for a long time.*
- No child should be bullied or told they are no good.*
- No child should be touched in their private parts.*
- No child should be scared by violence at home or in school.*
- No child should have to see other people hurt each other.*

These rules provide a solid foundation for children to build healthy relationships on, which then continue into young adulthood and break generational cycles of adverse impacts.

Appendix 3 Rights Respecting School

Newall Green Primary fully recognises the **United Nations Convention on the Rights of the Child, 1991** and plan to begin working on our Bronze award in the near future.

<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf>

The Convention must be understood as a whole: all rights are linked and no right is more important than another, e.g. The right to relax and play (article 31) and the right to freedom of expression (article 13) are as important as the right to be safe from violence (article 19) and the right to education (article 28). The Convention and values depicted by it are set out by Unicef, and sit alongside our Peace Mala Peace Commitments

We believe that rights education can be defined as learning **about** rights, **through** rights and **for** rights within a context of education as a right.

We aim to build the capacity of children and young people as rights-holders to claim their rights, and the capacity of adults as duty bearers to fulfil their obligations. This provides the space and encouragement for the meaningful participation and sustained civic engagement of children and young people.

Appendix 4 LGBT and Anti-bullying

As a **Stonewall Champion School**, we believe in 'Acceptance without Exception'

We ensure that teaching is accessible to all children, and that the environment around them is sensitive to all sexual orientations and all types of families. We promote the use of gender-neutral language, texts,





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displays and resources, and we emphasise the importance of the emotions that bond families together (ie. trust, love, care) over the gender or orientation of the family member.

Our RSE and PSHE programme raises awareness about LGBT (Lesbian, Gay, Bisexual and Transgender) identities and sexualities. Our Anti-bullying policy includes specific guidance to teachers and parents about how to tackle homophobic, biphobic and transphobic bullying in school. See example below: -

Example : " I don't like that game, it's so gay"				
	EYFS	Y1/2	Y3/4	Y5/6
QUESTION	'What did you just say?' 'Can you repeat what you just said to X?' 'You just called the game gay. Why did you use that word?'			
EXPLAIN	Gay means when two men or two women love each other'.	Gay means when two men or two women love each other.	Gay means when two men or two women love each other. Transgender means you feel like you are a boy instead of a girl	Gay means when two men or two women love each other'. Transgender means you feel like you are a boy instead of a girl
LINK TO PEAGEMALA	We treat others as we want them to treat us	We treat others as we want them to treat us	We treat others as we want them to treat us Which Peace Promise are you breaking?	We treat others as we want them to treat us Which Peace Promise are you breaking?
PUT INTO PERSONAL CONTEXT	You would be sad if someone was unkind to you	You would be sad/hurt if someone was unkind/disrespectful to you	You wear glasses, how would you feel if I said 'that's so glasses' when I wanted to say something was rubbish?' 'How would you feel if you had a friend/mum/brother/sister who was gay and you heard somebody using that word in that way?'	

