

St. Luke's C of E (Aided) Primary School



2020-2021

Personal Social Health Education (PSHE) and Relationships and Sex Education (RSE)

1. Rationale and Ethos

From September 2020, Relationships Education will be compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for **all** pupils receiving secondary education. Health Education will also be compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

The Department of Education (DfE) defines relationships education as *'Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults'*.

Our vision at St Luke's is *'Let your light shine, live life to the full, respect and care for all, create a happy and safe world for everyone'* and we encourage all of our children to shine in their own individual ways. We want them to show and grow their talents to be the best that they can be. We aim to teach them well and help them achieve the best that they can, offering a range of opportunities across the curriculum. We would like all pupils to learn to be kind, good people who know their God, as well as helping others. Staff encourage children to work well together and on their own, to listen carefully to others and be happy to share what they think. The skills taught and learnt as part of PSHE will assist the children of St Luke's with this vision.

As a school, we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

Relationships and health education is compulsory in all primary and secondary schools, sex education is currently **not** compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public Sector Equality Duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSE is accessible for all pupils and should comply with the SEND Code of Practice.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

We believe that education in PSHE and RSE enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth and self-belief. We teach them how society is organised and governed and ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Our relationships education ensures children understand healthy, respectful relationships, including online. We teach about mental wellbeing and encourage the children to develop resilience and character to help them achieve their goals.

2. Policy development process

This policy was formulated in consultation with the whole school community with input from;

- Members of staff – through staff meetings and discussion across key stages and EYFS
- Governors – reports sent to governors for discussion
- Parents/carers – parents will be encouraged to contribute by taking part in written surveys
- Children – pupils contribute to the development of the policy through anonymous surveys and circle time discussions
- Other partners – visiting external providers in school; DARE, knife crime sessions with the police, virtual sessions with the Canal and River Trust and the planning of activities relating to railway safety

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

The policy is available:

- Online at <https://st-lukes-church-of-england-notts.secure-primariesite.net/policies/>
- From the school office upon request

3. Parental rights to withdraw

We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), but not from relationships education. Parents wishing to exercise this right must do so in writing to the Headteacher, Mrs Jeanette Dunn, and we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

4. Roles and responsibilities

The Head teacher, Mrs J. Dunn, has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The Lead teacher, Miss S. Phillipson, will take responsibility for;

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Monitoring and quality assuring the programme to ensure continuity and progression within the spiral curriculum

5. Aims and objectives

The aim of RSE and PSHE is to help children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help children develop self-esteem and self-responsibility as well as the acquisition of understanding and attitudes, which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSE will look at aspects of diversity in an inclusive and non-judgemental way.

6. Staff training

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation and curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSE and PSHE.

7. Curriculum design

The PSHE and RSE curriculum will be taught through a range of teaching and learning styles to meet the requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or fayre), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local

clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Lessons are delivered to mixed-ability teaching groups based on age; however, a variety of teaching and learning styles will be used to ensure effectiveness and differentiation. The teacher will discuss and establish 'ground rules' at the beginning of every lesson, which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement. All teachers will endeavour to create a supportive environment for all pupils.

Across all key stages, students will be supported with developing the following skills;

- Communication – speaking and listening, including how to manage changing friendships, relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Early Years Foundation Stage (EYFS)

EYFS work towards Early Learning Goals (ELGs) as opposed to the National Curriculum. Our PSHE and RHE teaching begins as soon as children start school in Foundation 2 and is in line with new guidance on EYFS teaching. We teach the children to show self-regulation as part of the wider ELG - Personal, Social and Emotional Development. Children are encouraged to regulate their own behaviour and show an understanding of their own feelings. They work towards their own goals and should be listening and responding to the teacher and peers in an appropriate manner. Another important aspect is resilience. We encourage the children to be confident, independent individuals, persevering in the face of challenge. We understand the importance of children building relationships as soon as they begin their time at St. Luke's and our PSHE and RHE teaching encourages individuals to form constructive and meaningful relationships with adults and each other.

8. Content

Through an effective and creative curriculum and by the end of primary school, pupils should know about;

- Families and people who care from them.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

To reflect modern society, children will be taught about such things as civil partnerships as an alternative to marriage, preparing for the online world, and unhealthy relationships, including violence, abuse and bullying.

8.1 Physical health and mental wellbeing

Pupils will be taught about the characteristics of good physical health and mental wellbeing and the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of primary school, pupils should know about;

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

8.2 Sex Education

Whilst sex education is not mandatory for Primary Education, we have taken the decision to teach this in a controlled and responsible environment. Sex education will be taught to individual classes by their class teacher, and where relevant or possible, classes may be divided into same sex groups for some teaching.

We will begin this teaching in Year 5, where children will be taught the following:

- Identifying external genitalia and reproductive organs
- Physical and emotional changes in puberty
- Managing the changes during puberty including menstruation
- The importance of personal hygiene during puberty
- How to discuss puberty with a trusted adult
- How to get information and advice about puberty

In Year 6, children will be taught the following:

- To identify the links between love, committed relationships and conception
- What sexual intercourse is and how it can be part of an intimate relationship between consenting adults.
- How pregnancy and fertilisation occurs
- That pregnancy can be prevented with contraception
- Common forms of contraception
- The responsibilities of being a parent or carer and how a baby changes someone's life

9. Inclusion

We teach PSHE and RSE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and RSE, teachers take into account the targets set for the children in their Individual Education Plans (IEPs), some of which may be directly related to PSHE and RSE targets. All children are suitably challenged and tasks are set to be appropriate to the abilities of all.

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

10. Managing difficult questions

It is inevitable that controversial issues may occur as part of RSE, such as divorce, rape abortion, pornography etc. The issue will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some

information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time, students will be offered sensitive and appropriate support.

11. Monitoring, evaluation and review

To ensure the PSHE and RSE programme is effective, is meeting the needs of pupils and complies with the statutory guidance, the following strategies will be used to quality assure the programme of study;

- Evaluation and self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions
- Teacher assessment
- Teacher feedback at staff meetings

Our teachers assess the children's progress in PSHE and RSE by observing their participation in class and their relationships with their peers and adults. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers will also implement appropriate interventions for pupils who they have identified as needing additional support.

Our teachers record any appropriate achievement for each pupil, such as their contribution to the life of the class or the school, in their files and we will report these achievements to parents and carers each year.

We do not set formal examinations in PSHE or RSE. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

12. Confidentiality and child protection

It is inevitable that effective PSHE and RSE, which allows for open discussion to take place, may lead to disclosures from pupils. It is essential that those teaching these subjects are completely familiar with the child protection procedures. Pupil disclosures or suspicion of abuse must be followed up with the pupil concerned that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

13. Links with other policies

The RSHE policy should be read in conjunction with the following policies;

- Safeguarding
- Behaviour
- Anti-bullying
- Online safety
- SEND
- Inclusion
- Equality and Diversity
- Complaints Procedure

14. Useful documents

- *DfE 2019, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*
- *SEND Code of Practice*
- *Relationships Education*
- *Safeguarding: NSPCC PANTS rule with film.*
- *Example of model primary curricula from Catholic Education.*

- *Relationships and Sex Education*
- *Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.*
- *Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.*
- *Consent: PSHE Association lesson plans from the PSHE association.*
- *LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.*
- *Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.*
- *Example model secondary curricula from Catholic education.*
- *Mental health*
- *Mental health and emotional wellbeing lesson plans from PSHE Association.*
- *MindEd educational resources on children and young people's mental health.*
- *Online safety*
- *Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.*
- *Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.*
- *Thinkuknow is the education programme from National Crime Agency (NCA) and Child*
- *Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.*
- *PSHE*
 - *PSHE Association Programme of study for KS1-5*
- *Drugs and alcohol*
 - *Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons*
- *Extremism and radicalisation*
 - *Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.*
- *Curriculum*
 - *Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study).*
 - *Schools may wish to draw on the Citizenship programme of study in their planning.*
- *Data to understand the health and wellbeing needs of the local school-age population*
 - *Public Health England's Child and Maternal Health Intelligence Network brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one easily accessible hub.*
 - *It includes school-age health profiles and young people's health profiles.*
 - *The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.*
 - *There are also early years health profiles.*

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively.

Last Reviewed: June 2021

Next Review: September 2022