



Tibberton and Hindlip First Schools
Personal Social and Health Education (PSHE)
Including Relationship and Sex Education (RSE) Policy



Policy discussed and adopted by the Governing Body: Summer 2020

Policy to be reviewed: Summer 2022

Chair of Governors: Mr A Clarke

Executive Headteacher: Mr A Gromski

Introduction: Our whole curriculum is underpinned by our commitment to serving with **Grace**. We give our very best to our school communities and every individual within our communities, adult and child alike and work to our school values. Specifically for our PSHE and RSE curriculum our intent is that we equip our pupils with accurate and relevant knowledge of the world around them promoting acceptance of diversity, a resilience for life and demonstrating how to be positive citizens whilst giving them opportunities to turn that knowledge into personal understanding. We ensure our pupils are given opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities in a safe, non-judgemental, nurturing environment. Through our curriculum we aim to embed skills and strategies our children need in order to live healthy, safe, fulfilling, responsible and balanced lives. We encourage pupils to be positive, motivated, resilient, reflective and independent in both their learning and throughout day to day life.

PSHE is integral to a whole school approach that embodies the principles of personal and social development and active citizenship. PSHE promotes the spiritual, moral, social, cultural, mental, emotional and physical development, and thus the well-being of both the individual and ultimately the wider community. It helps to give the child the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world.

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. **DFE states that the teaching of Sex Education is not compulsory in Primary schools and the guidance focuses predominantly on relationships, health, including puberty.** As is fitting for our children, the RSE curriculum for our Federation focuses predominantly on the relationship aspects of the subject. We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education and health education. As maintained schools we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. However, we are not required to provide sex education beyond the elements contained in the science curriculum but following the recommendations from the DfE, we deliver an age appropriate curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. Planning and delivery is in line with the DfE statutory guidance and The Equalities Act 2010.

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

The aims of PSHE and RSE at our schools are:

- To enable children to become healthy, independent and responsible members of society.
- To equip children with the knowledge, understanding and skills that enable them to know and understand what constitutes a healthy lifestyle and to make the sort of choices and informed decisions that lead to this.
- To develop their self-esteem and sense of self-worth and to recognise the worth of others.
- Help pupils develop feelings of self-respect, confidence and empathy
- To provide a safe environment for our children to share their thoughts and ideas, in which sensitive discussions can take place.
- To enable discussion of moral questions related to drug taking and relationships and so to make sensible and informed decisions about their lives
- To help children respect both other people and their own bodies.
- To prepare pupils for puberty and the importance of health and hygiene
- To teach, through our science curriculum and sex education, about the physical development of their bodies as they grow into adults.
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To help children to understand what makes for good relationships with others.
- To help to create a positive culture around issues of sexuality and relationships
- To encourage our pupils to play a positive role in contributing to the life of the school and the wider community.
- To teach them how society is organised and governed and ensure that they experience the process of democracy in school.

Curriculum: Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary, according to unprecedented situations and cohort needs. We have developed the curriculum in consultation with parents, pupils and staff (including the Designated Safeguarding Lead), taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond using appropriate language and terminology so they are fully informed and don't seek answers online. Sometimes this may be directing children to ask their parents. If the child asks a question of an inappropriate nature, staff may feel it necessary to report it to the Designated Safeguarding Lead. Primary sex education will focus on preparing boys and girls for the changes that adolescence brings. For more information about our curriculum, see Appendix 2 curriculum map.

The definition of RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Drugs education is an important part of our school's personal and health education curriculum. The main teaching about drugs will take place in later years, but we lay the foundations for this. Lessons that focus on drug education form part of a sequence of lessons that are designed to promote in children a healthy lifestyle. Activities and resources are selected that are age, experience, reading level and culturally appropriate. We teach children what a drug is, and how drugs are used in medicine. The school, in line with all council buildings has a No Smoking Policy and this is made clear through school literature. We talk about the dangers of smoking and the fact that both tobacco and alcohol are drugs and these issues are handled sensitively. We also teach the difference between legal and illegal drugs and promote the message that all medicines are drugs, but not all drugs are medicines. In circle-time sessions, we encourage children to discuss issues that are important to

them, and we help children to be aware of the dangers of the misuse of drugs. At Key Stage 1 children are taught about the correct use of drugs as medicines. Regarding 'drug-related incidents', the school follows DfE guidance on such issues.

Delivery of PSHE and RSE:

We teach PSE and citizenship in a variety of ways and through a combination of:

- Discrete curriculum time ~ **We predominantly use sessions and resources from SCARF online (<https://www.coramlifeeducation.org.uk/scarf/>)** to deliver year group discrete weekly sessions.
- Through and in other curriculum areas, such as drugs and health education through science, or citizenship through History, Geography, and a considerable amount through RE as there are significant overlaps
- Circle time as the needs arise
- PSHE and citizenship activities, and school events and visitors
- School assemblies and collective worship

PSHE is usually taught by the class teacher and teaching assistants in a weekly session. Occasionally, areas of learning may be reinforced through Collective Worship. Other agencies are occasionally brought in to support or enrich the teaching, such as the fire service, school nurse, or police, and they work in liaison with the class teacher. We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Year 4, where there is a particular focus on developing pupils' self-esteem and independence, and giving them opportunities to develop leadership and co-operative skills. In line with the school's Equal Opportunities Policy, all teaching in PSHE is taught in such a way as to include all children irrespective of their ability, gender, race or ethnicity. The curriculum is designed to promote tolerance and to provide a broad and balanced education to all children. An IEP for a child with SEND may include, as appropriate, specific targets relating to PSHE and citizenship, such as Social Stories or a social skills group. We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity or fund-raising event, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

- Through targeted RSE lessons we aim to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This will take place with consideration of the qualities of relationships within families.
- Through the School Council we teach about rights and responsibilities, and they learn to appreciate what it means to be a positive member of a diverse multicultural society.
- We aim to make children aware of safety issues, including how to keep their bodies safe from the harmful effects of drugs. We teach children about the dangers to health posed by drug-taking, and we aim to equip them with the social skills that enable them to make informed moral and social decisions regarding personal and social issues.
- RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in religious education (RE). Alongside relationships and health education, pupils will also receive age appropriate sex education sessions delivered by their class teacher.

- Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Assessment, recording and reporting

In PSHE and RSE there are two broad areas for assessment:

- Pupils' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
- How well pupils can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

Clearly defined learning outcomes based on the non-statutory (National Curriculum 2014) and statutory (Relationships Education, Relationships and Sex Education and Health Education 2019) guidance assist the assessment process. Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and, where appropriate, by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

The assessments that we make of pupil achievement is formative and shows developmental progress. There is no pass/fail element to it and it may not be linear, as self-esteem, for example, can rise and fall depending upon events in an individual's life. Self-assessment can take place through the use of personal diaries in which pupils can reflect upon their learning, experiences and feelings. These are confidential and are only looked at with the pupil's agreement

Roles and responsibilities

- The governing body will approve the policy and hold the Headteacher to account for its implementation.
- The Headteacher is responsible for ensuring that PSHE and RSE are taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (Appendix 1).
- The PSHE subject leader is responsible for monitoring the standards of teaching and learning. The subject leader supports colleagues in the teaching of PSHE and RSE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.
- Staff are responsible for: Delivering the curriculum in a sensitive way. Modelling positive attitudes. Monitoring progress. Responding to the needs of individual pupils including SEND. Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE. Lessons will be delivered by class teachers and monitored by the PSHE lead. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.
- Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice, and invite parents to view resources prior to their use with the pupils;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-science components of sex education within RSE. We would always encourage you to address any concerns with us and we will work to address these informally. If this is not acceptable, formal requests for withdrawal should be put in writing using the form Appendix 1 found in Appendix 1 of the PSHE & RSE policy. These should be addressed to the Headteacher. The Headteacher will promote all children receiving sex education from a trained and knowledgeable teacher, thus ensuring that information is not passed on second hand preventing children being misinformed by peers.

Please see Appendix 1. for the parent form, should parents wish to request withdrawal from lessons.

Answering Difficult Questions

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Individual teachers must use their skill and discretion in these situations and refer to the PSHE & RSE Co-ordinator, but the following strategies may be used:

- deflection;
- setting ground rules prior to session;
- no personal disclosures allowed, using third person;
- acknowledge question, and then talk on individual basis later;
- ask other children what they think;
- have comments or questions box, and filter out inappropriate questions.

Confidentiality

In the context of PSHE & RSE children sometimes make personal disclosures. Under the school's Safeguarding Policy children must be made aware that, although most information can be kept confidential, it is necessary for the school to act upon certain disclosures, for example in relation to activities that are illegal or harmful to themselves or others and if the child is considered to be at risk. **The Designated Safeguarding Lead contact teacher (Alex Gromski) needs to be informed.**

Monitoring arrangements

The delivery of RHE is monitored by our PSHE & RSE lead through:

Drop ins, book trawls, annotated slides from interactive whiteboards, pupil voice and annotated plans. The Lead will report to governors annually. This policy will be reviewed by the PSHE lead on a bi-annual basis. At every review, the policy will be approved by the governing body.

The policy is reflected in the school mission statement, and is closely linked to the following policies:

- Anti- Bullying;
- Behaviour;
- Curriculum;
- Equal Opportunities;
- SEND;
- Health and Safety;
- RE Policy and Spirituality
- Safeguarding;

Policy development

This policy has been developed in consultation with the *Governing Body*, staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance and attendance at Worcestershire/Diocese PSE Network meetings
- Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation - parents and any interested parties were invited to give feedback on the policy through online responses
- Pupil consultation - we used pupil voice to map our relationships coverage to ensure a secure knowledge of positive and healthy relationships was being promoted
- Ratification - once amendments were made, the policy was shared with governors and ratified.

Appendix 1: Parent form: withdrawal from sex education within PSHE RSE.

Appendix 2: Curriculum map- Using SCARF resources online resources. Long term overview of topics.

Appendix 2: Coverage for PSE and RHE Long-term plan to include statutory requirements for Relationships Education and Health Education

	Autumn 1 Me and my Relationships	Autumn 2 Valuing Differences	Spring 1 Keeping Myself Safe	Spring 2 Rights and Responsibilities	Summer 1 Being my Best	Summer 2 Growing and Changing
EYFS	<ul style="list-style-type: none"> • What makes me special • People close to me • Getting help 	<ul style="list-style-type: none"> • Similarities and differences • Celebrating differences • Showing kindness 	<ul style="list-style-type: none"> • Keeping my body safe • Safe secrets and touches • People who help to keep us safe 	<ul style="list-style-type: none"> • Looking after things: friends, environment, money 	<ul style="list-style-type: none"> • Keeping my body Health~ food, exercise, sleep • Growth Mindset 	<ul style="list-style-type: none"> • Cycles • Life cycles
Y1	<ul style="list-style-type: none"> • Feelings • Getting help • Classroom rules 	<ul style="list-style-type: none"> • Recognising, valuing and celebrating differences • Developing tolerance and respect 	<ul style="list-style-type: none"> • How our feelings can keep us safe • Keeping healthy • Medicine Safety 	<ul style="list-style-type: none"> • Taking care of things: <ul style="list-style-type: none"> - Myself - My money - My environment 	<ul style="list-style-type: none"> • Growth Mindset • Keeping my body healthy 	<ul style="list-style-type: none"> • Getting help • Becoming independent • My body parts
Y2	<ul style="list-style-type: none"> • Bullying and teasing • Our school rules about bullying • Being a good friend • Feelings/self-regulation 	<ul style="list-style-type: none"> • Being kind and helping others • Listening skills 	<ul style="list-style-type: none"> • Safe and unsafe secrets • Appropriate touch • Medicine Safety 	<ul style="list-style-type: none"> • Cooperation • Self-regulation 	<ul style="list-style-type: none"> • Growth Mindset • Looking after my body 	<ul style="list-style-type: none"> • Life cycles • Dealing with loss • Being supportive
Y3	<ul style="list-style-type: none"> • Cooperation • Caring friendships (includes respectful relationships) 	<ul style="list-style-type: none"> • Recognising and respecting diversity • Being respectful and tolerant 	<ul style="list-style-type: none"> • Managing risk • Drugs and their risks (medicine) • Staying safe online 	<ul style="list-style-type: none"> • Skills we need to develop as we grow up • Helping and being helped 	<ul style="list-style-type: none"> • Keeping myself healthy • Celebrating and developing my skills 	<ul style="list-style-type: none"> • Relationships • Keeping safe
Y4	<ul style="list-style-type: none"> • Recognising feelings • Bullying • Assertive skills 	<ul style="list-style-type: none"> • Recognising and celebrating difference (including religions and cultural differences) • Understanding and challenging stereotypes 	<ul style="list-style-type: none"> • Managing risk, including staying safe online • Norms around use of legal drugs (tobacco and alcohol) 	<ul style="list-style-type: none"> • Making a difference (different ways of helping others or the environment) • Media influence • Decisions about spending money 	<ul style="list-style-type: none"> • Having choices and making decisions about my health • Taking care of my environment 	<ul style="list-style-type: none"> • Body changes during puberty including menstruation • Managing difficult feelings • Relationships including marriage