CHRIST CHURCH C.E. FIRST SCHOOL

-PSHE and RSE Policy-

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PSHE and RSE Policy

Introduction

This policy outlines the approach Christ Church C.E. First School will take in covering the curriculum for PSHE (Personal, Social, Health Education) and Relationships, Sex and Health Education (RSE). It has been approved by governors following a consultation with parents and carers.

At Christ Church, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. PSHE and RSE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment as explained in our school

Changes to the RSE Curriculum - Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017).*

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy:

- Anti-bullying policy
- Safeguarding policy
- Internet Safety policy
- Wellbeing policy

Aims

The aims of our PSHE and RSE programme are to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Lead Governor: Mrs Fares
Executive Headteacher: Mrs A Graham
PSHE/RSE Lead: Mrs A Graham

The above have the responsibility to:

- Oversee the development and delivery of PSHE and RSE.
- Provide staff with the opportunity to contribute to the development of PSHE and RSE.
- Provide information to the governing body.

- Provide training for staff, as required.
- Lead the development and delivery of effective PSHE and RSE.
- Keep up to date with the development of PSHE and RSE.
- Monitor PSHE and RSE in school.
- Liaise with parents and carers.
- Keep subject information up to date, including on the school website.
- Oversee external visitors and resources used in PSHE and RSE learning.

All teaching staff have the responsibility to:

- To understand and implement the policy of PSHE and RSE.
- To teach PSHE and RSE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Curriculum organisation

The school adopts a whole school theme with topics that are covered by each class at the same time during the school year. An overview can be seen further in this policy, under 'Curriculum Content'. Lessons are taught weekly in school allowing enough time for children to explore the topics and reflect on their own learning.

Where appropriate, focus days, visits and visitors will be used to enhance the children's learning. Any cross-curricular links, such as in science, will be recognised in planning.

Teaching and Learning

PSHE and RSE is delivered in line with our teaching and learning policy. However, as the subject deals with real-life experiences, it is important that we establish a safe and positive learning environment using the following approaches in school:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, and privacy.
- Using clear language to avoid misunderstandings.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

Curriculum content

Long term planning

As a School, we have chosen to use the Entrust PSHE and RSE Scheme of work which provides full curriculum coverage, including all the statutory content, for each year group. This is outlined below:

Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My School	**Me and My Safety**	**Happy and Healthy Me**	**Me and My relationships**	**Me and Other People**	**Me in the World**
EYFS	Getting to know my school Who is in my class? Adults in school My classroom The school building	Safety in the classroom Safety in school Safety in the playground People who help us keep safe	Hand washing Healthy eating Teeth Medicines Being happy	Being a good friend Who is in my family? Different types of family	Celebrating special events Same and different	Transition School Council New experiences in year 1 Summer holidays including safety in the wider world

Key Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My School	**Me and My Safety**	**Happy and Healthy Me**	**Me and My relationships**	**Me and Other People**	**Me in the World**
Y1	**Class rules** **School Council** Making choices Compromise Skills of a representative Own skills in relation to School Council Class meetings	Medicines Identifying risks and ways to stop accidents happening People who help us: Road safety – keeping safe near the road and in the car	**My body** Parts of the body Changing needs Influences on health and wellbeing Likes and dislikes Consequences of choices Emotional health	Valuing themselves Family – different types Friendship skills Good and bad friendships Making choices	My identity Groups belong to Bullying	**Pets and animals** Likes and dislikes Right and wrong Needs of animals Fair and unfair Human needs
Y2	**Class rules** Why have rules? **School Council** How it works Role of a representative Class council meeting **Feelings** Name feelings Dealing with feelings including negative ones	**Safe and unsafe: -** Things e.g., medicines and household substances Places e.g., roads People i.e., safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises	Body parts Personal hygiene Spread of germs and diseases Balanced diet Healthy lunchbox	Working together Behaviour and impact on others Resolving conflict Teasing and bullying Changing relationships	Similarities and differences between boys and girls Different types of families Race and religion	**Local area** Positive and negatives of the local area Discussion Role in improving area **Money** Sources of money Uses of money Keeping money safe Making choices

Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My School	**Me and My Safety**	**Happy and Healthy Me**	**Me and My relationships**	**Me and Other People**	**Me in the World**
Y3	Class rules New challenges Valuing themselves School Council	What is risk? Road Safety Pressure Safe and unsafe touches	Balanced diet Impact of healthy diet Making choices	What makes a good friend? Falling out	My identity My community – school and local Similarities and differences in community	Managing money Good value Resource allocation
Y4	Class rules Role of School Council rep Jobs on the School Council Class council My strengths and weaknesses	Safety in school Responsibilities for my safety and the safety of others E safety	What keeps me healthy? What can make me ill – bacteria and viruses Drugs – medicines and Tobacco Good and bad habits	Feelings of other people Developing relationships Different types of relationships Puberty	Similarities and differences Communities including Britain Respect and tolerance	Rights and responsibilities Rights of the Child Jobs and duties

Specific RSE links to the whole school long term plan:

Year	Theme	Key concepts	Vocabulary
EYFS	Me and my Relationships	Friends Families	Friend, like, sharing, caring, listening, understanding, fun, family, different, same, mum, dad, step mum, step dad, brother, sister, grandparent, auntie, uncle, cousin
1	Happy and Healthy Me	Parts of the body Changes from baby to adult What can we do now and what can we do in the future	Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee elbow, child, teenager, elderly, change, needs, grow and develop
	Me and My Relationships	Types of families Special people Friends Making choices	Family, relationship, different, similar, respect, care, love, look after like, trust, share, listen, help, talk, kind, good friend and choice
2	Happy and Healthy Me	Parts of the body Germs and diseases	Nipples, vulva, penis, testicles, clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor and pharmacist
	Me and My Relationships	Getting on with others Dealing with conflict Teasing and bullying Changing relationships	Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk and share
	Me and My Safety	Keeping safe in relation to people Surprises and secrets	Safe, unsafe, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no and stop
	Me and Other People	Differences between boys and girls (not physical) Gender stereotypes Stonewall – Same Love Different Families	Boy, girl, male, female, family, same, different and similar

3	Me and My Relationships	Differences between boys and girls (physical, emotional and social) Families Choices Friendships Arguments Choices and influences	Knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue penis, testicles, breasts, vulva, vagina, womb, male, female, boy, girl, changes, physical, emotional, social, teenager, family, parent, carer, partner, mum, dad, grandparents, step mum and step dad
	Me and My Safety	Physical contact – acceptable and not acceptable Dealing with physical contact NSPCC PANTs resource	Acceptable, unacceptable, depends, worried, hurt, upset, tell, good secret, bad secret and surprise,
4	Happy and Healthy Me	Illness Spread of disease	Bacteria, virus, germs Ill, unwell, spread stop and hygiene
	Me and My Relationships	Life cycles in animals Changes experienced Introduction to puberty Feelings and emotions Good and bad touches Private parts Scenarios around physical contact Bad secrets Loss Violence in relationships	Life cycle, grow, change, mature, develop puberty, body processes, inevitable, grow, bigger, taller, heavier, stronger, change, developing, feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable feelings, lost, separated, died, relief, regret, remember, support, share, violence, enemy and responsibility
	Me and My Safety	Hazards online including relationships on line	On line, passwords, personal information, CEOP button and secret

Resources

Teachers will select any additional resources carefully and ensure they are up to date and relevant to the children. Visitors can enhance children's learning. As a school we will ensure that we follow the guidance below:

- We will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- Visitors will be made aware of the school policy for PSHE and RSE.
- We will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will always be present in sessions delivered by visitors.
- We will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age
- Marriage and Civil partnership
- Disability
- Race
- Religion and belief
- Sexual orientation
- Sex
- Pregnancy and maternity
- Gender reassignment

In addition, we will always consider the needs of those with Special Educational Needs and Disabilities (SEND).

At Christ Church, the PSHE and RSE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

We have made all parents aware that parents or carers cannot legally withdraw their child from any aspect of the statutory relationship's education or health education. A parent or carer does have the right to withdraw their child from sex education unless the subject content is being taught is part of the science national curriculum. We consulted parents and they are aware that as the school only caters for children up to, and including, Year 4, withdrawal would not be needed or necessary in our setting.

Safeguarding

PSHE and RSE includes sensitive topics. It is, therefore, possible that discussions may prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

Staff should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Support

PSHE and RSE lesson time should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The appropriate staff members in school will be highlighted to children as appropriate if they were to need support. Children will also be made aware of external support, such as local agencies and National agencies, for example Childline.

Monitoring and Evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating PSHE and RSE in line with other subjects. The following monitoring and evaluating will take place:

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This policy will be available to read on and downloaded from the school website.

Review

This policy will be reviewed annually from June 2021 by the Local Governing Committee.