



# Preesall Fleetwood's Charity CE School

## PSHE Policy

(includes RSE)

### Our School Vision Statement

*'You are the light of the world. A school built on a hill cannot be hidden.'*  
*Matthew 5:14 (adapted)*

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

## **Introduction**

At Preesall Fleetwood's Charity CE School, we put PSHE at the very heart of the curriculum as we believe it is essential for giving pupils the knowledge, skills and understanding they need to lead healthy, safe, independent lives in order to become informed, active and responsible citizens. PSHE is intrinsically linked to our whole school Christian vision and values, our overall curriculum intent and it flows through all areas of the curriculum. PSHE forms a central part of pupils' spiritual, moral, social and cultural education.

Provision has been carefully planned to meet the needs of our pupils and address local, national and global priorities. As a school, we have a requirement to promote pupils' wellbeing as well as their academic achievement. We put a high emphasis on supporting the emotional health and well-being needs of all our pupils through a high quality pastoral care system and our PSHE/RSE programme and we fully recognise the important cyclical relationship between well-being and learning.

By teaching pupils to stay safe and healthy and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. At Preesall Fleetwood's Charity School, we have a twoyear cycle for our PSHE curriculum and have discrete PSHE lessons whilst also filtering the skills throughout many other aspects of school life.

## **Statutory Requirements**

Under new guidance issued by the DFE under the Children and Social Work Act 2017, from September 2020, Health and Relationship Education at primary school became compulsory. Although sex education is not compulsory for primary schools, at Preesall Fleetwood's Charity School we have taught it for many years therefore, we will continue to teach age-appropriate sex education alongside relationships education. Parents may request to withdraw pupils from the aspects of sex education which are not part of the Science curriculum.

Through these subjects, we want to support our pupils to be happy, healthy and safe. We want to be able to equip them for adult life in modern Britain and enable them to make a positive contribution to society.

We believe that, to be effective, RSE (relationship and sex education) should always be taught within a broad PSHE education programme. RSE enhances and is enhanced by learning related to topics including: anti-bullying; keeping safe both on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco and the development of skills and attributes such as communication skills; managing peer pressure; risk management; resilience and decision making.

At Preesall Fleetwood's Charity School, we believe it is important to ensure that the PSHE curriculum meets the needs of every pupil under the Equality Act of 2010. Teaching will take into account the age, ability, SEND, readiness and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a spiral curriculum that will be delivered age appropriately.

## **Definitions**

### **Relationships Education:**

This is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

### **Sex Education:**

The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

It also states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.

The Sex Education Forum define Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and others' attitudes and values and builds their self-esteem and confidence to view their own sexuality confidently.

The Science curriculum covers human reproduction. In our sex education programme, Year 6 pupils will also cover conception; how a baby is born; consent; a basic understanding of ways to prevent pregnancy; discussion around sexual relationships being part of a loving relationship and discussion around sexuality including gender identity.

RSE is NOT about the promotion of sexual activity.

### **Health Education:**

Health education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental well-being, drugs, alcohol and tobacco.

## **Policy Development**

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

1. Review: the PSHE Co-ordinator attended meetings and collated the relevant information including local and national guidance.
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – we investigated what pupils want from their RSE and PSHE lessons via class and school council meetings
4. Parents – the policy was shared with our Parents Forum group and made available to all parents on our school website. Parents were invited to share their views with the Headteacher (March 2021)
5. Governors - the policy was shared with the Governor for PSHE and Safeguarding and approved by the full Governing Body.

This policy will be available to parents on our school website and should be read in conjunction with the following policies: behaviour, anti-bullying, equal opportunities, confidentiality, health and safety, online safety, inclusion, RE, safeguarding and child protection, SMSC and special educational needs.

### **INTENT STATEMENT AIMS**

The aims of PSHE and RSE at Preesall Fleetwood's Charity CE School are to:

- Promote the spiritual, moral, cultural, social, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy
- To ensure that pupils understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values
- Prepare pupils to be positive and active members of a democratic society
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining healthy relationships
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others and how to make informed choices
- Help pupils to identify the characteristics of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship
- To teach pupils how relationships may affect mental and physical health and how to stay safe online
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies ☒ To know how to 'love your neighbour' even when we might disagree

### **Curriculum**

As a school, we follow the Coram Life Education Programme (SCARF) as a basis for our PSHE lessons. The flexible planning tool allows us to personalise the programme to the specific needs of our pupils and to plan half-termly themes which cover the statutory framework. The programme is planned to build on previous learning from EYFS to Year 6. (See our curriculum plan). Alongside Coram we use materials from a wide range of other websites including NSPCC, Mind Matters, PSHE Association and Lifewise. Much of our PSHE work is incorporated within the extensive wider curriculum that we deliver, as well as within the distinctively Christian aspects of our school such as worship and social, moral, spiritual and cultural development.

## Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## Health Education

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The Coram scheme includes Relationships and Health Education as well as other aspects of PSHE and well-being. Topics are taught from EYFS through to Year 6 under the headings: Me and my relationships; Valuing difference; Keeping myself safe; Rights and responsibilities; Being my best and Growing and changing.

At times we will use Coram staff to deliver specific workshops to pupils including puberty, sex education and the annual Life Education Bus sessions.

As a school we seek to provide a safe learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes and develop skills to grow into happy, confident, successful adults. At the beginning of the year, each class will set ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Preesall Fleetwood's Charity School, PSHE will be provided through discreet curriculum time, worship, class discussions/circle time as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through wider curriculum opportunities. These include mental health awareness week, safer internet day and walk to school week, to name but a few (See appendix).

### **Implementation through inclusion, including meeting the needs of SEND pupils**

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy. We respect pupils unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

### **Early Years Foundation Stage (EYFS)**

In the EYFS, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning. It is split into three strands: making relationships; self-confidence and self-awareness and managing feelings and behaviour. The teacher will plan learning around these strands and also incorporate objectives and activities from the Coram scheme of work.

Children take part in PSHE lessons and discuss topics and themes that are at their level. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

### **Key Stage One and Two**

Within Key Stage One and Two, PSHE lessons are often more structured and loosely follow the Coram scheme of work supported by other materials. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

### **Difficult Questions and Sensitive Issues in Relation to Sex Education**

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics which our school has decided not to teach about or answer questions on. These include: rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, masturbation or about forms of sexual intercourse including homosexual practices or foreplay.

If a child asks a question on any topic listed above, teachers will explain that it is a matter not dealt with in school, that the child should consult his/her parent for an answer. We will liaise with St. Aidan's and any other feeder high school to provide transition information on material that has been covered in Year 6.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case, appropriate action will be taken in accordance with the school's written policy and procedure for Safeguarding and Child Protection.

### **SMSC**

SMSC stands for Social, Moral, Spiritual and Cultural development. These are reflected in our school curriculum, including the PSHE curriculum in the following ways:

Spiritual development: children explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral development: children learn to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social development: children investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance (see below)

Cultural development: children learn to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

### **Christian Values**

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Preesall Fleetwood's Charity School, our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which respects the human body and seeks to ensure health and well-being.

Our core Christian values are: kindness, peace, thankfulness, generosity, perseverance, joy, courage, service, hope, love, respect and trust.

These are embedded within all aspects of the PSHE curriculum and the daily life of the school.

### **Promoting British Values**

As a school, we promote British values alongside Christian values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, pupil voice, worship and discreet PSHE lessons, these values are embedded within our curriculum. Through our programme of worship and curriculum lessons, we teach children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower our pupils to use their voice to stand up against discrimination, valuing equality, tolerance and mutual respect.

### **Assessment, Recording, Reporting**

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each key stage. Assessment should offer the children the opportunity to reflect on their own progress. Through school, PSHE objectives are documented in a class scrapbook.

### **IMPACT Roles and Responsibilities**

#### **The Governing Body**

The governing body will approve the PSHE/RSE Policy and hold the Headteacher to account for its implementation.

#### **The Headteacher**

The Headteacher is responsible for ensuring that PSHE is taught in a carefully sequenced way within a planned programme and for managing requests to withdraw pupils from sex education.

#### **PSHE Subject Leader**

It is the role of the Subject Leader to monitor teaching and learning in PSHE through looking at plans, observing lessons, talking to pupils and looking at class scrapbooks. Strengths and weaknesses will be

identified which will indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through school. The subject leader will also access the Health LSIP to identify target areas linked to the needs of the local area.

### **Staff Training**

The subject leader will ensure that staff are kept informed of relevant changes to aspects of PSHE by attending local cluster meetings and PSHE network meetings. The subject leader will also identify staff training needs and support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

### **Class Teachers**

The Class teacher is responsible for planning and teaching the PSHE curriculum.

### **Visitors/Volunteers**

As well as staff from Coram, we may invite other visitors to contribute to delivering aspects of PSHE. These may include Police, Fire Service, health professionals etc. Visitors will work closely with the PSHE subject leader and class teachers on content and delivery of sessions and will work within guidelines given in our visitor/volunteer policy.

### **Pupil Voice**

We have a successful School Council that provides our young people with a forum to discuss their opinions and thoughts. It allows students to have a voice that is proactive in promoting positive change within the school. Students that are elected onto the school council enjoy being part of the decision making process. It gives them a sense of responsibility and pride in their school.

### **Right to Withdraw**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

Therefore, parents do not have the right to withdraw children from any elements of Relationships or Health education (as detailed in the DfE statutory guidance, 2019 and Appendix 1). However, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Following a request to withdraw children from an element of RSE, the following process (as advised by the DfE guidance) will be followed at Preesall Fleetwood's Charity:

- The head teacher will discuss the request with parents and, if appropriate, with the child to ensure that their wishes are understood.
- The statutory guidance (DfE, 2019) will be consulted to clarify whether the request relates to Relationships, Health or Sex education. The request will only be granted if it is found to relate to Sex education due to Relationships and Health education being compulsory.

As stated in the DfE guidance (2019):

- Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
- If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.



**Review of Policy**

The policy will be reviewed every two years.

Date of policy: March 2021

Date of review: March 2023