



## ST. ANDREW'S CE PRIMARY SCHOOL

### **PSHE (Personal, Social, Health and Economic education) and RSE (Relationships and Sex education) POLICY**

*UNICEF Rights of the Child Article 24: The right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help us stay well.*

#### **Our Vision**

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, Love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Trust, Responsibility and Friendship in mind.

#### **Process for Policy Development**

This policy has been developed in consultation with parents/carers, teaching and non-teaching staff, governors and other relevant agencies. Methods of consultation have included auditing existing provision in order to develop, implement, monitor and evaluate the curriculum. Stakeholders will be sent the reviewed draft policy to read and comment upon and the final policy may be amended accordingly after further consultation. The final draft will be shared on the school website for access by all.

#### **Rights Respecting School**

As a Gold Rights Respecting School, the UN Convention on the Rights of the Child is embedded into our teaching and learning, putting children's rights at the heart of the school. The delivery of PSHE and RSE lessons strengthens children's knowledge and understanding of their rights, putting into practice the values from the convention within their school lives and beyond.

#### **Aims**

We believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE is largely based on the Coram Life Education Programme- also known as SCARF (Safety, Caring, Achievement, Resilience and Friendship) and is an online resource that is Values-based and follows a Growth-Mindset approach. PSHE also flows through all other curriculum areas, such as History, Geography, Science, R.E. and Collective Worship. Under the new guidance issued by the DfE (September 2020), Relationships Education at primary school is compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. It should have a basis in positive relationships: reciprocal respect and trust; kindness; consideration; understanding boundaries and appropriate behaviour in a range of situations. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe 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.

The aims of PSHE and RSE at St Andrew's are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships

- 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
- Help pupils to identify the characteristics of healthy relationships, 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **Statutory requirements**

At St Andrew's CE Primary School, we teach PSHE and RSE as set out in this policy. It is compulsory to teach Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils, as well as Health Education at both primary and secondary level. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

All schools must teach the following Science as part of the Primary National Curriculum (2014):

Key Stage 1-

1. That animals including humans move, feed, grow and use their senses to reproduce.
2. To recognise and compare the main external parts of bodies of humans and know that they reproduce.
3. That humans and animals can reproduce offspring and these grow into adults.
4. To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2-

1. That the life processes common to humans and other animals include nutrition, growth and reproduction.
2. About the main stages of the human life cycle.

### **Definition**

RSE is part of lifelong 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 on (and off) line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. *RSE is not about the promotion of sexual activity.*

### **Delivery of PSHE and RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum. At St Andrew's CE Primary School, we personalise the learning of PSHE for Years EYFS-6, in response to prior experiences and personal needs of individuals and class groups.

#### Early Years Foundations Stage:

The Statutory Framework for the Early Years Foundation Stage sets out clear expectations for the personal, social and emotional development of pupils. Teachers use elements of Planning in the Moment to build trusting relationships with pupils and their parents/carers and plan for opportunities to develop social skills and discussion. They might also make use of discrete lessons from the Coram Life Education resources on topics such as resilience or friendships.

#### Years 1-6:

Class teachers use their knowledge of pupil needs and select specific units from a wide range of subjects and issues offered on the Coram Life Education website. These online units are updated frequently, to reflect societal changes and specific local or worldwide events. The chosen units of work are changed annually by teachers. Some year groups select the same overarching topic but address learning at a deeper level as the children progress through the school- something known as a spiral curriculum. An example of units covered can be found in the appendix to this policy.

In addition to this, small groups or individuals may require additional support with issues related to personal, social or emotional development. Parents and Carers are informed of any needs for additional support. This support is given to pupils in a sensitive way, with the use of: Early Morning Interventions (EMIs); specific targeting of needs through Coram Life education resources; 1:1 sessions with our Family Links Worker; trained ELSA staff (Emotional Literacy Support Assistants); Art Therapy; Play Therapy; Young Helpers groups; using Forest School opportunities and approaches to engage pupils in a broad and balanced curriculum. Our school also has pupil support through our trained Pupil Wellbeing Ambassadors, Anti-bullying Ambassadors, Play Leaders and Junior Leaders.

### **Equal Opportunities and Inclusion**

We believe that every child is entitled to receive RSE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality and SEND. It is our intention that all children have the opportunity to experience a programme of RSE at a level appropriate to their age and physical development, with differentiated provision if required.

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: pupils with SEND may be more vulnerable to exploitation, bullying and other issues, which highlights the importance of social, emotional and mental health education.

Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or Teaching Assistants work with individual pupils where required, and if appropriate.

Children who have been identified as more able, gifted and talented are given opportunities to extend their learning through problem-solving, investigation, research and open-ended activities. Possibilities are created for them to work independently and with others to develop higher order thinking skills. In all subjects, success criteria are set and questioning is used to broaden children's knowledge and understanding whilst extending and challenging them; children are actively involved in this process. This ensures that each child is working to their full potential and being challenged at the right level and encourages a growth-mindset style of learning through trial-and-error and investigation.

### **The Right to Withdraw a Child from Sex Education Lessons**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The Head teacher will automatically grant a written request to withdraw a pupil from any sex education delivered in primary schools, *other than* as part of the science curriculum. However, if a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives alternative, appropriate, purposeful education during the period of withdrawal. *There is no right to withdraw from Relationships Education or Health Education.*

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

Assessment of children's work at the end of each PSHE unit is done through Distance Marking (see Assessment Policy) and on summative assessment resources from the Coram Life/SCARF scheme of work. For some pupils displaying challenging behaviour, assessment will be through 1:1 discussion and by completion of QCA behaviour checklists twice in the school year. Informal assessment of individuals may also be carried out through Pupil Voice interviews, observation and work scrutiny. Pupils are encouraged to self-evaluate their progress in a range of PSHE skills. These assessments inform next steps planning for provision. Parent/Teacher discussions are held at the end of the Autumn and Spring Terms and parents receive an Annual Report at the end of the Summer Term.

### **Roles and Responsibilities**

(see Subject Leader and Class Teacher job descriptions)

- The governing body will approve the PSHE and RSE policy and hold the Head Teacher to account for its implementation.
- The Head Teacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

- Staff are responsible for: delivering PSHE and RSE in a sensitive way; modelling positive attitudes to RSE; monitoring progress; responding to the needs of individual pupils; responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory /non-science] components of PSHE and RSE. Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.
- Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Monitoring and Review Arrangements**

The monitoring of PSHE and RSE is shared by the PSHE Leader, the Head Teacher and Assistant Head Teachers. The PSHE Leader meets the Link Governor once a term to discuss the development of PSHE and RSE in school and to evaluate the Action Plan for this area of the learning.

This policy will be reviewed every two years.

### **Links to other policies-**

- Positive Behaviour Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Science Policy
- Equal Opportunities
- SEND
- Educational Visits
- Assessment Policy
- Computing (e-safety)
- International Policy

**Review date: 2025**

Signed: Seb Hearmon  (Chair of Governors)

**Appendix: Example of (Spiral) Curriculum Overview**

Values Events	<b>T.1:Courage</b>	<b>T.2:Thankfulness</b> <b>Anti-bullying Week</b>	<b>T.3:Truthfulness</b>	<b>T.4:Forgiveness</b> <b>Family Craft Da</b>	<b>T.5:Humility</b> <b>Wellbeing Month; Life Education Classroom</b>	<b>T.6:Friendship</b> <b>Sports Day; Thank You Service; Transitions</b>
<b>EYFS</b> (PSED)	Valuing Difference	Me and My Relationships	Keeping Myself Safe	Rules, Rights and Responsibilities	Being My Best	Gr Ch
<b>Year 1</b>	New growing and changing	Valuing Difference	Rules, Rights & Responsibilities	Feelings and Emotions	Healthy Relationships	Healthy Lifestyles
<b>Year 2</b>	Rules, Rights & Responsibilities	Healthy Relationships	Healthy Lifestyle	Feelings and Emotions	Valuing difference	Growing and Changing
<b>Year 3</b>	Rules, Rights and Responsibilities	Valuing Difference/ feelings and emotions	Health and wellbeing/ Keeping Safe	Healthy lifestyle Growing and Changing	Caring for our environment, Money	Healthy Relationships
<b>Year 4</b>	Rules, Rights and Responsibilities	Me and My Relationships	Valuing Difference	Feelings and Emotions	Keeping Myself Safe	Growing and Changing
<b>Year 5</b>	Healthy Relationships	Feelings and Emotions	Caring for the Environment	Keeping Safe	Valuing Difference	Growing and Changing
<b>Year 6</b>	Health and wellbeing: Keeping Safe	Healthy relationships	Relationships: Feelings and Emotions	Rules, Rights & Responsibilities	Caring for Our Environment	Living in the Wider World: Money