

LANCASHIRE COUNTY COUNCIL



St. John's C.E. (VA) School Cliviger

'Learn, Pray, Care & Play'

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

PSHE (Including Statutory HRE) Education Policy

PSHE

This policy covers our schools approach to the statutory guidance on Relationship and Sex Education (RSE), Health Education (HRE) and all non-statutory elements of PSHE (Personal, Health and Social Education). PSHE is about enabling children to explore and learn about issues that affect their whole development as a person, physically, intellectually, emotionally, spiritually and socially. PSHE aims to help children deal with real life issues that they may face as they grow up.

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

1. Review – a member of staff gathered all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to complete a questionnaire about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their PSHE Education.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Intent

At St John's we aim for children to:

- Value their achievements
- Deal with risks and meet the challenges of life now and in the future
- Identify their values and strive to live up to them
- Gain self awareness, positive self-esteem, and confidence to;

"Love one another as Jesus loved us" (John 13 v 34-35)

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as a member of a democratic society
- make the most of own and others' abilities.

Our school ethos supports children's learning in PSHE because:

- Praise and encouragement are seen as an essential part of every teaching and learning session. Children are regularly encouraged to evaluate and reflect upon their own efforts and achievements and those of their peers.
- Children are encouraged to extend their thinking and consider the 'what ifs'. Unsatisfactory outcomes are seen as a learning point from which to learn upon and improve.
- Through a range of activities, discussions and experiences children are encouraged to make informed choices about their behaviour, values and morals.
- A healthy lifestyle is promoted through a range of activities throughout school relating to diet and exercise. Children learn about and often sample a range of foods sometimes from cultures other than their own.
- A variety of groups and clubs provide additional opportunities for sport and exercise. Children of all abilities are encouraged to join in.
- Issues concerning safety around school are brought to the children's attention when necessary and more specific areas of personal safety are taught through the curriculum. Children are encouraged and praised for looking after each other and many are keen to do this.
- Children's friendships are an essential part of school life and time is made to think about how to be a good friend.
- Children are encouraged to be proud of their differences and to see them as something special. At the same time, diversity between cultures and religions is celebrated and respected.
- From an early age children are given responsibilities within school. They are taught how to look after their own property and show respect for things that belong to others. Children take pride in our school and each child has a part to play in maintaining it.
- Children are involved in decisions concerning them. Their ideas and views are valued and respected.
- In a supportive and caring environment the children are all given the best possible opportunities to meet their full potential. The effort and achievement of all is celebrated.
- Areas of PSHE are often built on through whole school participation in theme weeks.

Implementation

Our PSHE curriculum aims to assist our pupils in preparation for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. At St

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John's we use a tailored made curriculum to meet the needs of the children, which was developed using the PSHE Association Programme of Study. Our scheme of work covers Health and Wellbeing, Relationships and Living in the Wider World. Our curriculum has a thematic approach where each class will focus on a similar theme each half term. Although other areas of the curriculum will focus on some areas of PSHE, the PSHE curriculum will be taught every week through stand alone lessons. Each class has a 'Worry Monster' to allow children to write down their concerns and worries confidentially which can then be dealt with by the class teacher through discussion or a planned lesson. Staff will evaluate the activities and their usefulness after each topic, and feedback to the PSHE coordinator informing of any additional information or changes to be made.

How will we ensure the curriculum is relevant to our pupils?

We will ensure pupils are offered a broad and balanced curriculum by using relevant local data and school information (such as CPOMS and attendance) related to Relationships/Health/PSHE education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment, Health LSIP, which includes Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances. Teachers will also evaluate each topic to include resources, skills and attributes, and learning outcomes, in order to identify prior learning as the children move through year groups.

How will PSHE be assessed?

Within evaluations staff will highlight and make notes about any children who under or over achieve the learning objective and plan accordingly. Before each topic the class teachers will carry out a baseline assessment to find out what the children already know. At the end of the topic the teachers will then carry out an assessment to measure progress from the starting point. They will put examples of work in a PHSE scrapbook with annotated comments, i.e. the majority of children could...., ensuring the voice of the child can be heard. Work will also be recorded in individual workbooks (Years 1-6) to show progression and learning for each individual child. The assessments can then be used to help teachers plan more accurately for future sessions. Information can also be included in reports to parents where teachers feel it is relevant. Each term the PSHE subject leader will carry out book scrutiny's to moderate the quality of teaching as assessment and feedback from the children will also be obtained through the use of questionnaires.

Impact

Foundation Stage and Key Stage 1

These children are learning about themselves as individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well.

They have opportunities for showing that they can take some responsibility for themselves and their environment. They begin to learn about their own and other peoples feelings and become aware of the views, needs and rights of other children and other people. As members of a class and community, they learn social skills such as how to share, take turns,

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play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Key Stage 2

These children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Topics covered within the statutory PSHE curriculum:

Health Education KS1 & 2 includes 8 topics:

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

Relationships Education KS1 & 2 includes Five Topics:

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

Relationships and Sex Education

From September 2020 all primary schools must deliver Relationships Education in school. At St. Johns Church of England School our relationship education seeks to explore how we can 'love our neighbour' through what we say and do. Our school focusses 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 relationship or romantic relationship. Through our relationships unit of work the children will also be taught about LGBT where appropriate.

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

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Christian principles, which both respects the human body and seeks to ensure health and well-being.

Our Intent for RSE.

At St. John's we aim to ensure Relationships and Sex Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development and taught at a time that is appropriate to their age and stage of development.

- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- To ensure that all 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.
- To know how to 'love your neighbour' even when we might disagree.

Implementation of RSE

Sex Education is a programme of work carried out to children in both Year 5 and 6 that covers healthy relationships, puberty, body changes, hormones and human reproduction. Such subjects are covered in further detail within the Science curriculum.

The long term plan outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. All content is adapted to meet the needs of pupils with special educational needs or disabilities.

Our school has decided not to teach about contraception. If a child asks a question about this topic, teachers will explain that this is a matter not dealt with in school. The school will then seek to inform parents when such a question is asked to discuss if they want us to answer the question or whether the parent would answer it themselves, or whether parents and the teacher do it together.

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 Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Curriculum Delivery of RSE

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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. At St. John's the teaching of Sex Education will be delivered by the Year 5 and 6 teachers and for certain topics boys and girls will be taught separately. School uses Medway resources which are from the PSHE Association website.

Right to be excused from RSE

Parents have the right to request that their child be withdrawn from sex education delivered as part of RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action. Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance. Alternative work will be given to pupils who are withdrawn from Sex Education.

PSHE and Classroom Organisation

The organisation of the classroom will very much depend on the nature of the activity being carried out.

Circle Times

The children will need to sit in a circle, so that every member of the group including staff can have eye contact with each other. The classroom needs to be quiet and outside distractions kept to a minimum.

Staff in Key Stage 2 might choose to display a notice a few days before the circle time to make children aware of the issues that are going to be discussed.

At the beginning of each circle time the rules need to be discussed. For example:

- Everyone's contribution will be listened to and valued.
- Everyone is encouraged to join in but not forced.
- We don't say anything negative about anyone. (describe how someone's behaviour makes you feel instead)
- Only one person is to speak at any one time.

At the end of the circle time, try to conclude by asking the children to identify what they have learnt from today's session.

Small Group Activities

Children need space to be able to work on their task comfortably and safely. The children should be able to sit in a manner where the children can have eye contact with each other. This promotes good listening skills and involvement from all.

The Role of Support Staff

Support staff should be seen as very much a part of PSHE sessions. Children should see that our learning in this area is life-long and is relevant to all. The contribution of support staff can be very valuable if thought about and planned.

Support staff can contribute by:

- Questioning what has been said to promote further discussion in the group.
- Supporting children in group activities by modelling how we need to listen to each other as well as contribute ideas.
- Where appropriate talk about their own experiences of situations related to the topic.
- Take more of a lead role in some activities therefore allowing the teacher to observe the children's reactions and responses.

Staff Development

Courses relating to PSHE, RSE and citizenship are available from Lancashire County Council. Staff who attend these courses should report back information to the PSHE Subject Leader so that where necessary this can be relayed back to the rest of the staff.

SEND, Inclusion, Equality and Diversity.

All children will be given full access to the PSHE curriculum. Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE provision. Every effort will be made to ensure this happens. In nearly all circumstances small changes made to activities, resources and classroom layout should enable this to happen.

We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by listening to taking into account the voices and opinions of all stakeholders. Class teachers will create an environment where respect for all pupils, irrespective of gender, family, culture, ability or aptitude is paramount. This will be done through teachers knowledge of the children as individuals and feedback received during lessons.

Roles and responsibilities.

The governing body

The governing body will approve this policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring the implementation of this policy and that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.

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- Delivering HRE and RSE with sensitivity.
- Modelling positive attitudes.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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

Pupils are expected to engage fully in all aspects of PSHE and RSE and at all times treat others with respect and sensitivity.

Other aspects of school life that contribute to PSHE education:

At St. John's we provide a range of different opportunities to allow pupils to take on extra responsibilities in school these include School Council, Year 6 children support new reception children through our Gardeners and Seeds system. Classes choose a charity to support each year to fundraise and raise awareness of local and global issues.

Reviewed – November 2023