

Lindridge St Lawrence CE Primary School

Personal, Social, Health, & Economic (PSHE) Policy including Relationships, Sex and Health Education Policy (2020)

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Approved by: Draft Policy to be approved after consultation

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**Lindridge St Lawrence CE Primary School: Personal, Social, Health & Economic (PSHE) Policy
including Relationships, Sex and Health Education Policy (2020)**

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Appendix 1

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1. Intent

PSHE

At Lindridge St Lawrence CE Primary School **Personal, Social, Health and Economic** (PSHE) education is an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. Our core values; **Hesed** (Loving-kindness), **Hamdah** (Praise), **Honesty** and **Horizons** are woven throughout school life and are drawn upon to encourage children to contribute to and develop their understanding of **Relationships, Health and Well-being** and their responsibilities towards **Living in the wider world**.

RSE

The aims of relationships and sex education (RSE) at our school are to:

- Develop the personal skills needed by pupils for them to establish and maintain relationships
- Provide a framework in which sensitive discussions can take place
- 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
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being.

2. Statutory requirements

As a Primary School we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are required to follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Lindridge St Lawrence CE Primary School we teach RSE as set out in this policy.

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3. Policy development

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

- Review –The PSHE lead pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – The policy was made available to parents on the website for two weeks and they were invited to discuss any points
- KS2 pupil questionnaire
- Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, 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.

5. Curriculum

Our curriculum will be reviewed and adapted as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Our curriculum content corresponds with the guidance set out by the PSHE Association, which has been provided on behalf of the Department for Education (DfE). To further support teachers in delivering all aspects of PSHE/RSE, teachers will use the Coram Life Education SCARF: Social, Caring, Achievement, Resilience and Friendship programme. Throughout delivery teachers will always dynamically assess the needs and feelings of our pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

At Lindridge St Lawrence CE Primary School RSE is delivered within the personal, social, health and economic (PSHE) education curriculum. It also compliments content covered in Science, Computing

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and PE, and other aspects are included in religious education (RE). Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Our school utilises resources and planning material provided in the Safety, Caring, Achievement, Resilience and Friendship (SCARF) program, who have worked on Partnership Programs with the PSHE Association. 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).

7. Inclusion

Equality

Lindridge St Lawrence CE Primary School is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment." RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Positive Behaviour Policy
- Confidentiality Policy
- Equality and objectives Policy
- Health and Safety Policy
- Computing Policy and E Safety Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs and Disability Policy
- Social Emotional Mental Health (SEMH) Policy

SEND

At Lindridge St Lawrence CE Primary School Relationships and Health Education is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility.

8. Roles and responsibilities

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The Governing body

The governing body has delegated the approval of this policy to the **Teaching and Learning Committee** and it will hold the Headteacher to account for the implementation of this policy.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for discussing any concerns or issues parents may have.

The Curriculum Leader

The PSHE Curriculum Leader will:

- work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum;
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils;
- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- consult with the school community to evaluate curriculum effectiveness
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress in this area;
- ensure sufficient and up to date resources are in place
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor the implementation of the policy and curriculum;
- annually report to the Governing Body on the success and development of this policy

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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

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Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. 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-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff will receive guidance and/or training in order to support the delivery of RSE. Training opportunities will be included in our continuing professional development calendar. The Headteacher/PSHE Leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Lead for PSHE and the Headteacher through: Learning Walks, child conferencing/ pupil voice and work sampling. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by PSHE curriculum leader and the Teaching and Learning committee on a bi-annual basis or in the event of updated statutory guidance. At every review, the policy will be approved by Governing Board.

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Appendix 1: PSHE (including RSE) Curriculum Map		
Expectations at the end of Key Stage 1 Children should answer the following questions:	Expectations at the end of Lower Key Stage 2 Children should be able to answer the following questions:	Expectations at the end of Upper Key Stage 2 Children should be able to answer the following questions:
<p>Relationships: Who is in my family? What does my family do for me? What makes a good friend? How should I treat my friends? What is bullying and what can I do about it?</p> <p>Health and Wellbeing: Where do babies come from? How have I changed since I was a baby? How are other children similar or different to me? Why are 'girls' and 'boys' bodies different? Who can I ask if I need to know something? Who can I go to if I am worried about something or feel unsafe? What things do I need to keep safe and healthy?</p> <p>Living in the wider world: What can people do with money? How can I look after people? How can I look after the wider world?</p>	<p>Relationships: Why might my friendships change? How can I be a good friend? What are some of the ways that bad people can behave towards one another? How do I know if I am being bullied and what can I do about it? Why are some parents married and some are not? Why don't all families look the same?</p> <p>Health and Wellbeing: How and why is my body changing? How do boys and girls grow differently? Why are we all different? Is it okay to be different? What makes good and bad feeling? How can I tell how other people are feeling? What are good habits for looking after my growing body? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? Why does having a baby needs a male and a female? What are eggs and sperm? How do different animals have babies? What happens when you get older?</p> <p>Living in the wider world: What is a community? What is my role in a community? What is the difference between good and bad choices? How might my choices affect people around me? How might my choices affect the environment?</p>	<p>Relationships: What are the important relationships in my life now? What is love? How do we show love to one another? Can people of the same sex love one another? Is that okay? What are the different kinds of families and partnerships? What do the words 'lesbian' and 'gay' mean? What should I do if someone is being bullied or abused? Can relationships be harmful? Why are families important for having babies and bringing them up? How can I say 'no' to someone without hurting their feelings?</p> <p>Health and Wellbeing: What is puberty? Does everyone go through it? What changes happen during puberty to boys and girls? How can I look after my body, now I'm going through puberty? How can girls manage periods (menstruation)? How will my body change as I get older? What kinds of feelings come with puberty? What are sexual feelings? What are wet dreams? What is masturbation? Is it normal? How can I cope with these different feelings and mood swings? What is sexual intercourse? What happens during conception? Does conception always occur, or can it be prevented? How do families with same-sex families have babies? How does a baby develop? How is it born? Where can I find information puberty and sex? How can I find reliable information about these things safely on the Internet?</p> <p>Living in the wider world: What jobs might I like to do? What things might I need to get that job? What things can I do to earn money safely? How can I save money? Where can I keep my money? What is the media? Should I believe everything I read online? What things can I share on social media? What should I do if I see something inappropriate online? Can I believe everything I see on tv about perfect bodies/relationships/girls and boys... to be true?</p>

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