



Churchill CEVC Primary School

Personal, Social and Health Education (PHSE) and Relationships and Sex Education (RSE) Policy

*With kind hearts and determined minds, we inspire each other
to be the best we can be*

Written by	Headteacher using guidance from Shaun Cheeseman - Health Improvement Specialist: North Somerset Council
Ratified by	Full Governing Body
Date last reviewed	March 2022
Date of next review	March 2023
Signed – Chair of Governors	<i>S Furniss</i>
Signed – Headteacher	<i>L Woolven</i>

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School

PSHE (Personal, Social, Health education) and RSE (Relationships and Sex education) policy

AIMS

At Churchill CE VC Primary School, we believe that PSHE and RSE help 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.

Whilst we have designated PSHE and RSE lessons, informed by the 'Jigsaw' mindful approach to PHSE/RSE, we believe both these areas of the curriculum also flow through all other curriculum areas and aspects of primary education.

Under the new guidance issued by the DfE, there is now a legal requirement to teach Relationships and Health Education at primary school. The Government states:

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. 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.

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 both 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. Within this context, it also involves learning about sex and sexual health at an age-appropriate stage of children's development. RSE is not about the promotion of sexual activity.

The aims of PSHE and RSE at Churchill CE VC Primary School are to:

- raise their self-esteem, self-respect and confidence, so they are happy with themselves and their relationships with others;
- prepare for and positively manage the changes that occur to their bodies, minds and emotions as they grow from childhood to adulthood;
- understand the nature of positive human relationships and what traits and personal attributes will support them to flourish;
- support pupils to recognise unhealthy relationships and lifestyles and know how to make safe and healthy decisions, including in the online world;
- prepare themselves for the opportunities, responsibilities and experiences of adult life and to develop resilience when facing difficult situations;
- understand where to access information and support;
- promote the spiritual, moral, cultural, mental and physical development of all pupils;
- encourage pupils to value themselves and others;

- encourage pupils to acknowledge and appreciate difference and diversity and empathy for other people who may be different from them;
- teach pupils how to make informed choices;
- prepare pupils to be positive and active members of a democratic society;
- provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others;
- create a positive culture around issues of sexuality and relationships;
- teach pupils the correct vocabulary to describe themselves and their bodies.

THE FRAMEWORK FOR RSE

At Churchill CE VC Primary School, we teach PSHE and RSE as set out in this policy.

Our approach to RSE is informed by:

- a. the ethos of the school, which encourages children to respect themselves and each other, take responsibilities for their own decisions and actions and take responsibility for their family, friends, school and the wider community;
- b. the National Curriculum Science Programme of Study, which embeds aspects of Sex Education into the school curriculum;
- c. the statutory 'Relationships Education, Relationships and Sex Education and Health Education guidance 2019' which makes Relationships Education compulsory in all state schools. It also recommends that all primary schools should teach sex education, tailored to the age and the physical and emotional maturity of children;
- d. the views of the whole school community; the role of parents in the development of their children's understanding about relationships is vital and we will provide opportunities for them to understand the purpose and content of RSE and be involved in its development. We want our parents to be informed about the content of our PHSE and RSE curriculum. We will inform parents in a variety of ways and this may include: through information evenings, termly curriculum webs, letters from class teacher and the school website. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner. Governors and staff also contribute to the development of RSE and feedback from children informs content and the approach to teaching.

POLICY DEVELOPMENT

This policy has been initially developed as a result of engagement with the North Somerset RSE network. It will be reviewed in consultation with staff, pupils and parents. The consultation and policy review process will involve the following steps:

1. Staff consultation – school staff will be given the opportunity to review the policy and make suggestions for developments
2. Parent / carer consultation – parents and carers will be given the opportunity to review the policy and provide feedback
3. Pupils – we will investigate what pupils want from their RSE and PSHE lessons via pupil voice and the school council
4. Ratification – the policy will be shared with and reviewed by governors from the Curriculum and Standards Committee and approved by the full Governing Body.

DELIVERY OF PSHE AND RSE

RSE is taught within the (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum.

RSE will be delivered in an age-appropriate and honest way, which provides opportunities for all

children to develop the skills, knowledge and attitudes they need to lead confident, healthy and independent lives. Children will be helped to understand their own bodies and feelings in an atmosphere where age-appropriate discussions about relationships and sex can take place without any stigma or embarrassment.

The Equality Act 2010 is clear that schools must not unlawfully discriminate against pupils with protected characteristics including age, sex, race, disability, religion or belief or sexual orientation. By promoting the values of love, respect and care for others, we will take positive action through the ethos of the school and the taught curriculum, to build a culture where all children feel valued, understand their rights to equal treatment and learn to challenge stereotypes.

While recognising the value of secure, loving relationships and of family life, we recognize that many children within our school community grow up within alternative frameworks which provide a nurturing environment. We will teach about families in a sensitive way based on our knowledge of children and their circumstances and ensure that there is no stigmatization based on different structures of support.

RSE can be a particularly important subject for children with Social, Emotional and Mental Health needs or learning disabilities as they may be more vulnerable to exploitation, bullying and other issues during their lives. When delivering RSE, teaching will be tailored to meet the specific needs of children at different developmental stages. Teachers and/or learning support assistants will work with individual pupils where required.

RSE will be taught by members of the teaching team throughout the whole school as part of our Personal, Social and Health Education curriculum.

The resource we use to deliver the PSHE curriculum, including RSE, is **Jigsaw** and parents are welcome to view this resource in school on request, or a summary of what is taught is included in the termly topic webs for each year. Further information is available on the school website.

A brief summary of the main topics is included below:

Health Education

- 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 (Puberty)

Relationships Education

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

In Key Stage 1, the focus will be on children being able to understand the importance of:

- Self esteem
- The concept of growth and change
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.
- Naming body parts

In Key Stage 2

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- Preparation for sexual maturity and the process of conception and birth
- How changes at puberty affect bodily hygiene

GUIDELINES

- A range of teaching methods will be employed which encourage good quality discussion, the opportunity to ask questions and plenty of reflection time.
- PHSE and RSE is delivered in mixed gender groups as we feel it is important that girls and boys receive the same information about the changes that are happening to them. Current Government guidance states that schools should foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and we believe RSE is an important subject to meet this aim. However, single gender groupings may sometimes be formed in order to ask questions, if it is felt to be in the best interest of the children.
- Children will be encouraged to discuss issues with their parents/carers and the school will make them aware of any online material that might support them to talk to their children about content which is covered in the class.
- In order to establish a calm and safe environment, the following ground rules will be set:
 - No one (adult or pupil) will have to answer a personal question
 - No one will be forced to participate
 - There will be no 'put downs' or teasing
 - Meanings of words will be explored and discussed in as factual a way as possible.
 - Everyone should try to use the correct names for body parts.
- We encourage an ethos where children feel secure and confident to ask questions and we set clear parameters for discussion so that both teachers and children feel comfortable. Techniques such as 'question boxes' are used for children who don't want to ask questions out loud and these are helpful to give teachers reflection time, to think about an informative response.
- If a question is too explicit, feels too old for the child or is inappropriate for the whole class, the teacher will acknowledge it and attend to it later on an individual basis, having discussed the best way of responding with other appropriate members of staff, if necessary.

PARENTAL RIGHT TO WITHDRAW

Schools have a legal duty to teach some biological aspects of RSE through the science curriculum and parents do not have the right to withdraw their children from these aspects of the curriculum. Parents cannot withdraw their children from Relationships Education, as it is a mandatory subject, but are entitled to withdraw their children from all or part of RSE that falls outside the National Curriculum.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

We are committed to working with parents and any wishing to exercise this right should contact the Headteacher who will explore their concerns and discuss the possible impact that withdrawal may have on their child, before a final decision to withdraw is made.

At Churchill CE Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

MONITORING

The RSE programme is monitored by the PSHE coordinator and this may take the form of lesson visits, monitoring the use of teaching materials, work sampling, pupil interviews, or staff and parental feedback. The school will give the leader time to monitor and evaluate the school's RSE programme.

SAFEGUARDING/CONFIDENTIALITY

As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned. However, effective RSE brings an understanding of what is and isn't acceptable in a relationship and may lead to disclosure relating to neglect, physical, emotional or sexual abuse. If this were to happen, the member of staff involved will inform the Designated Safeguarding Leader who may confer with the Headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

USE OF VISITORS

The school retains the right to use outside agencies to support the curriculum delivery for PHSE and RSE. This may include but not limited to: PCSO, school nurse, specialist agencies relating to drug misuse. Visitors to the school enhance the teaching of RSE, but their input does not replace the teaching provided by school staff. The input of visitors is monitored and evaluated by the staff.

PROVISION FOR PUBERTAL PUPILS

Sanitary Disposal Units are located in the girls' KS2 toilets and both of the adult toilets. Girls requiring sanitary protection are made aware that they can go to the school office or their class teacher to ask for supplies.

EVALUATION AND REVIEW

The Headteacher is responsible for the implementation and monitoring of this policy. The PSHE/RSE Leader and Headteacher will report back to the Governors' Curriculum and Standards Committee when reviewing this policy. All staff members and governors will receive a copy of this policy (via the shared drive and secure area of the school website) and it will be uploaded to the School website. A paper copy is available to parents, from the school office on request. The policy will be fully discussed in a governors' meeting and staff meeting.

The policy will be **reviewed annually**.