



All Believing, All Achieving

All Saints C of E. Primary School

Personal Social Health Education (PSHE) and Relationships and Sex Education (RSE) Policy

School Vision:

"What does the Lord require from you, but to do justice, love kindness and to walk humbly with your God" Micah 6:8.

All Saints Church of England Primary School is an open and caring community committed to Christian values. Our school is based on the love of learning, social justice, inclusion and responsibility. It is committed to bringing positive change and peace in our local community and the world.

Our school policies are centred on our School Vision (above) and around six core Christian Values that promote a culture of mutual respect:

1. Respect
2. Peace
3. Love
4. Faith
5. Perseverance
6. Hope

This policy is intended to ensure the consistency across the school of the provision of **PSHE and RSE**

You shall love your neighbour as yourself.

Matt 22v39

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 All Saints Church of England 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 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. We are an All believing, All achieving school.

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 both respects the human body and seeks to ensure health and well-being.

Aims:

- Our School Vision and Values that we actively promote in school must overflow in attitude and action into the wider community.
- The safety, care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We respect and seek opinions and involvement of our children.
- We seek effective communication, involvement and respect between the school and the families of our children.
- We encourage our children to respect the diversity of society and make a positive and caring contribution to it.

Rationale:

The DfE states that ‘all young people are taught to stay safe and are prepared for life in modern Britain. This curriculum will effectively address issues such as internet safety and unhealthy relationships and ensures that pupils are taught in an age appropriate way about respectful and healthy relationships, including friendships and family. As a result, we expect our pupils to begin to have the necessary knowledge to help build healthy relationships, stay safe and become successful adults.’ We welcome this curriculum because “in Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships... it is also about the spiritual and moral aspects of relationships within the context of a Christian vision for the purpose of life.” (Church of England Education Office Response to a Call for Evidence on RSE curriculum)

PSHE including RSE is a safeguarding curriculum that provides children with the knowledge and skills they need to safeguard themselves and others from potential harm.

This policy promotes our core Christian values of Respect, Peace, Love, faith, Perseverance and Hope. These termly values, along with our School Vision, are fundamental to our school’s ethos.

Roles and Responsibilities:

As from September 2020, PSHE, including RSE, is a compulsory subject with equal weighting to other core subjects. Therefore, all primary schools are required to deliver Physical, Social, Health and Economic Education as well as Relationships Education. Schools should have the same high expectations of the quality of pupils’ work as for other curriculum areas. PSHE/ RSE are timetabled across all key stages and a planned programme of lessons will be delivered in a carefully sequenced way. It is each teacher's responsibility to plan and deliver a strong curriculum that builds on the knowledge that pupils have previously acquired. It is important that the current laws are embedded within the pedagogy to ensure that pupils are aware of their rights and responsibilities. Any visiting teachers or outside speakers are required to comply with the school’s policy. The current designated subject leads will ensure that lessons are properly resourced, staffed and timetabled.

Curriculum Design

PSHE/ RSE is taught through the ‘Islington’ scheme of work that follows the same topics from Foundation to Key Stage 2 with age related progression. This is a minimum curriculum following compulsory guidelines. However, this curriculum has flexibility and can be carefully adapted to respond to local public health and community issues if they arise.

PSHE/ RSE complements several existing national curriculum subjects and provides opportunities to draw links between these subjects and integrate teaching where appropriate such as PE/Sports, Science and Computing as well as many other areas. As a result, all pupils should have opportunities to engage in active and applied learning experiences that clearly distinguish between fact and opinion. This should allow pupils to develop skills to critically evaluate the world around them (e.g. relationships, range of sources, fake news, how social media sites filter and tailor information to match individuals pre-existing beliefs and attitudes).

PSHE/RSE is taught weekly and includes circle time, reflection time and group work. The activities are of a creative and collaborative nature. Each child has their own personal book in which to record their thoughts, feelings, ideas and evidence of learning. The book will accompany the child through school until it is full whereupon it will then be replaced. In the attached appendices, is an outline of what is taught across the school and the term in which it is covered. This shows the PSHE/RSE topics which are taught through the Islington scheme of work. The topics relating specifically to RSE are in teal.

Whole school curriculum overview

An Introduction to SRE

Teaching SRE - How to use this resource

Sex and relationship education (SRE) is an integral part of personal, social and health education (PSHE) and ensures that pupils receive the appropriate information, develop skills and explore attitudes at the time when they are able to best respond in order to grow in confidence with their bodies and their relationships.

SRE outcomes will also be addressed in other parts of the wider and national curriculum. For example, national curriculum science outcomes include naming body parts, understanding the human life cycle and human reproduction, and religious education includes work on families and values. Effective SRE is integrated across the curriculum but it is also important to deliver some identified SRE lessons so that pupils can learn about the human life cycle in the context of learning about themselves and their relationships.

A comprehensive SRE programme will ensure that schools meet these requirements. It is important that the content within the programme is age appropriate for pupils and that this is developed and built on as the pupils move up through the school.

The table below sets out what might be learned across the primary school phases:

Content Overview		
YEAR	TOPIC	LEARNING INTENTIONS
YEAR TWO Y2	GIRLS AND BOYS FEMALES AND MALES HUMANS AND ANIMALS	Children learn: <ul style="list-style-type: none"> to understand and respect the differences between people about gender stereotypes About the biological differences between males and females about the key stages in the human life-cycle
YEAR FOUR OR FIVE Y4/5	GROWING AND CHANGING PUBERTY	Children learn: <ul style="list-style-type: none"> about how we grow and change through the human life-cycle about the physical changes associated with puberty how puberty can affect our emotions and behaviour and how to deal with this to feel able to ask and answer questions
YEAR FIVE OR SIX Y5/6	BUILDING GOOD RELATIONSHIPS SEXUAL RELATIONSHIPS CONCEPTION AND PREGNANCY	Children learn: <ul style="list-style-type: none"> what values are important to them in relationships about human reproduction in the context of the human life-cycle about how a baby is made and grows about the roles and responsibilities of carers and parents to know where to get help and advice

Below are the year groups and the topics that will be taught, year three will be included.

‘RSE will include teaching about;

- Types of relationships, including friendships, family relationships and dealing with strangers

- How to recognise, understand and build healthy relationships, including self-respect, and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict, and how to recognise unhealthy relationships
- How relationships may affect health and wellbeing, including mental health
- Healthy relationships and safety online' (DfE, March 2017)

Inclusivity is at the heart of our PSHE/RSE curriculum. Every individual has the right to equal opportunities regardless of their gender, ethnicity or physical/mental ability. Therefore, teachers will always tailor each unit to meet the needs of the children in their classes.

The Right to Withdraw

Following the Government's guidelines, parents will not have the right to withdraw their children from RSE lessons in a primary school setting. This is due to many of the RSE objectives being linked and covered within other areas of core curriculum (See the table below).

Science	Health Education	Relationships Education
<ul style="list-style-type: none"> • Human body • Changes as humans develop from childhood to old age • Life cycle and reproduction • Other puberty changes 	<ul style="list-style-type: none"> • Changes in adolescent body, including understanding why 	<ul style="list-style-type: none"> • Safe, enjoyable relationships which foster equality • Consent • Sexual health

Assessment:

PSHE/ RSE is assessed and monitored like the other core subjects. Teachers will carry out assessment at the end of each unit. This involves a baseline assessment at the beginning of each unit to gauge prior knowledge. The same activity is repeated at the end of the unit as an assessment guide. These baseline activities should be creative whilst establishing pupils' starting points. They may include: mind-mapping, body outlines, sorting activities quizzes and draw and writes.

Safe and Effective Practice:

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, 'ground rules' are agreed in every class at the start of the year. The rules include aspects such as:

- We take turns to speak - We use kind and positive words
- We listen to each other - We have the right to pass

- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Safeguarding:

Teachers will be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately (see Safeguarding and Child Protection Policy). Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

Legislation (Statutory regulations and guidance):

Documents that inform the school's PSHE/RSE policy include:

- Education Act (1996) - Learning and Skills Act (2000)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children safe in Education
- Statutory safeguarding guidance (2016) - Children and Social Work Act (2017)
- Changes to PSHE and RSE September 2020:

<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>

Policy to be reviewed: Summer 2022